

**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: Thiriot**

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>			
ELA Increase the percent of students proficient on SBAC in ELA from 45.9% to 64.9% in 2024.* Math Increase the percent of students proficient on SBAC in Math from 32.8% to 58% in 2024.* Science Increase the percent of students proficient on SBAC in Science from 10.8% to 39.5% in 2024.* To monitor progress toward these goals, we will observe the growth in our MAP proficiency scores from Fall to Winter.		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>
Teach standards-based lessons through the implementation of HMH Into Reading , (Elementary), Core 95 Phonics for Tier II, Exact Path, and Smarty Ants supplemental materials as guided by CCSD Pacing Guide Long Range Planning in Professional Learning Communities. Reimplement What I Need (WIN) differentiated block Core 95 Phonics, Professional Development LETRS strategies, as well as school wide reading goal setting. Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale); HMH Reading - EBI Level 2, Professional Learning Communities (PLC) - EBI Level 2, Core 95 Phonics EBI Level 1, Exact Path EBI Level 2, Smarty Ants - EBI Level 4, Leveled Literacy Intervention (LLI) - EBI Level 1, Flying Start EBI Level 2, Leader in Me - EBI Level 4, MyOn EBI Level 3, MTSS EBI Level 1, AR EBI Level 3	As a result of receiving strategic intervention, support, and Tier 1 differentiation, students will demonstrate academic growth as evidenced on 2024 Spring SBAC and MAP assessments.	Yes	Continue	As a school, we went from the average being in the 43rd percentile to the average being in the 48th percentile. The growth median was the 46th percentile. As a school, we have had direct training on HMH, the HMH facilitator work directly with grade levels, and begin using all parts of the program. We need to continue to use 95 Phonics and fully implement the program from the start of the school year.	We will enhance our PLC process to support HMH and student growth from the start of the school year. We will continue to work with HMH and receive ongoing training.	We need to continue to run effective PLC's with an emphasis with closing the achievement gaps. This will be demonstrated within the data driven conversations.
Inquiry Area 2 - Adult Learning Culture		Did we achieve our Adult Learning Culture goal?	Continue, Correct, or Cancel the Goal?			
At the end of the 2023-24 school year, all staff will be trained in HMH, 95 Phonics, Fastbridge, and Exactpath. The intention is utilizing new curriculums that improve student learning in the classroom. This will be measured between August - May during classroom observations and post observation conferences with teachers. Grade levels will work together to implement the new curriculum and supplementary materials.		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
Provide HMH Trainings during staff development days, Exactpath trainings after school, and 95 phonics and Fastbridge support.	At the end of the 2023-24 school year, all staff will develop sound knowledge of best practices in engagement, instruction, and improving overall achievement as evidenced in classroom observations, pre/post conferences, and assessment data. Staff will be trained in HMH and Core 95.	No	Continue	We focused on HMH and 95 phonics this school year. We realized that HMH and 95 phonics were intensive and were unable to do all four programs in one academic year.	We will continue with these trainings and include Exactpath and Fastbridge during the 2024-2025 School year.	We need additional time and experience with the materials.
Inquiry Area 3 - Connectedness		Did we achieve our Connectedness goal?	Continue, Correct, or Cancel the Goal?			
Decrease the percentage of chronic absenteeism from 34% at the end of the 22-23 school year to 24% at the end of the 23-24 school year.		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
Put attendance incentives in place, Truancy	Improve chronic absenteeism by 10% from last year.	Yes	Continue	We learned that communication, incentives, and	In conjunction with communities in school and the	We need parent communication for incoming