

**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**.

**Note:**

The status you enter from the drop-down lists will automatically update the accompanying cell on the Master Tracker tab.



**School Name: John C. Vanderburg 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 number of students proficient in mathematics from 68.7% (Spring 2023) to 74% in Spring 2024 as measured by SBAC assessment. Increase the number of students proficient in ELA from 73.2% (Spring 2023) to 78% in Spring 2024 as measured by SBAC assessment.						
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>
Implement Tier I Math curriculum, focus on Tier II math instruction, analyze data in PLCs to guide instruction. Implement Tier I ELA/Reading curriculum with supports such as professional learning, analyze data in PLCs to guide instruction.	Increase in percent of students at or above the 61st percentile on the MAP assessment for Math and ELA.	Yes	Continue	According to Spring 2023/2024 MAP data 70% of students scored at the 61st percentile or above in Math. This is an increase of 7% points from Winter MAP testing. According to Spring 2023/2024 MAP data 62% of students scored at the 61st percentile or above in ELA. This is an increase of 3% points from Winter MAP testing. As a school, we consistently use enVision for all math instruction. The new Tier I & II materials provided by the district for ELA required time and training for teachers to become fully proficient in the programs. This has impacted student achievement/growth.	District training for HMH into Reading has been provided to teachers and admin. Teachers and admin will continue to have productive conversations about components of the new programs and how they can best be utilized to impact student growth/achievement by the end of the school year.	Maximize instructional time, planning time for differentiation of students' academic needs, use of Tier II & III instructional materials, increased student engagement strategies
Inquiry Area 2 - Adult Learning Culture		Did we achieve our Adult Learning Culture goal?	Continue, Correct, or Cancel the Goal?			
All teachers will consistently plan on-going learning opportunities based on evidence of all students current learning status as measured by 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
Implementing effective PLCs where teachers analyze student data and plan for instruction using provided tools and resources (i.e. pacing and planning guides, Tier I & II instructional materials, Math & ELA Look-for-Tools)	Increase in student achievement growth on both formative (MAP) and summative (SBAC) assessments.	Yes	Continue	More than half of students scored in the 61st percentile or above on Spring 2023/2024 MAP testing in Math and ELA. Many PLCs have been focused on understanding new materials and instructional tools (pacing guides, planning, and analysis tools, look-for-tools for Math, and primarily Reading). Teachers continue to struggle with pacing within the new HMH reading. Future PLCs can focus on pacing guides and data analysis of formative assessment and instruction.	Future PLCs will focus on CCSD pacing guides and data analysis of formative assessment and implementation of reteaching and enrichment instruction.	Common PLC time which we have. A consistent PLC structure based on student assessment and data analysis.
Inquiry Area 3 - Connectedness		Did we achieve our Connectedness goal?	Continue, Correct, or Cancel the Goal?			
The number of students reporting they "will only volunteer to answer a question if they are sure their answer is right." will decrease from 34.38% in 2022 to 30% by the 2023-2024 District Survey administration.		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

<p>Implementation of RethinkED SEL Program, counseling lessons, class discussions using growth mindset concepts.</p>	<p>Students will feel more confident in answering questions even if they are uncertain if their answer is correct; Increased productive classroom conversations on the learning target.</p>	<p>Yes</p>	<p>Continue</p>	<p>According to the Spring 2024 Panorama SEL survey, 80% of 3rd- 5th graders taking the survey feel comfortable raising their hands. This is an increase of 2% from the Winter 2023 survey.</p>	<p>Continue with SEL teacher-led class lessons and SEL counselor-led class lessons. Continue with counselor-led small groups based on student needs and parent, admin, or teacher referral. Continue immersing students in growth mindset language.</p>	<p>Time to conduct SEL lessons</p>
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