Act 3 - Reviewing Our Journey

[Directions and Resources for Act 3](#)

Only type in the yellow cells.

Newton Elementary School

		Did we achieve our Student Success goal? *What does our data reveal about our progress toward our goal?*	Continue, Correct, or Cancel the Goal? *Should we continue, correct, or cancel this goal in our next SPP?*			
Inquiry Area 1 - Student Success						
Based on MAP data from fall 2023, we seek to increase the percent of students meeting/exceeding growth projections in Math and Reading from 44% (Fall 2023) to 55% (Winter 2023) to 65% (Spring 2024) as measured by MAP Growth Assessments.		No	Continue (and update)			
Improvement Strategies	**Intended Outcomes/Formative Measures**	**Were our improvement strategies successful?** *How successful were we at implementing our improvement strategies?*	**Continue, Correct, or Cancel the Strategy?** *Should we continue, correct, or cancel the associated improvement strategies in our next SPP?*	**Now (Lessons Learned)** *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?*	**Next (Next Steps)** *What can we do right away to put our Lessons Learned into practice?*	**Need** *What do we need to be successful in taking action?*
Teachers will collaborate during PLCs to design common assessments based on DRC interim assessments and quality instructional materials. Teachers will review student performance data to make changes and impact student learning including Lexia, Star tests, Exact Path ELA/Math, Xtramath, and EnVision.	*Teachers will utilize quality materials for Tier 1 instruction and supplement with interventions that specifically impact student learning.*	Yes	Continue	We are very close! We reached 63% proficiency in MATH Spring MAP & 59% proficiency in ELA Spring MAP	Continue to improve our Tier 1 instruction and create ways to increase intervention for kids below level (tutoring, programs, family support)	Ideas for intervention
Inquiry Area 2 - Adult Learning Culture		Did we achieve our Adult Learning Culture goal?	Continue, Correct, or Cancel the Goal?			
During the 2023-2024 school year, 80% of PLC meetings will document teachers' backwards planning, analyzing assessments and student performance, and tracking progress toward meeting goals as measured by PLC observations.		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**
Utilize PLC Framework and improve PLC practices and structures that ensure that grade levels are backwards planning with standards in mind, analyzing assessments, student performance, and progress toward meeting goals.	*Common assessments will align to standards and student grades will match their progress on MAP testing*	Yes	Continue	Our PLCs are incredibly more positive and welcoming. However, many of our meetings are still discussing more personal issues, planning, and other department events (field trips, behaviors, etc)	Separate the PLCs to have one grade level planning meeting and one to discuss instruction and data to improve instructional practice and focus in on the kids across the grade level that need more intensive support.	Similar to our RTI needs, we need structures for discussing data that will help us feel safe and continue to foster trust and collective efficacy.
Inquiry Area 3 - Connectedness		Did we achieve our Connectedness goal?	Continue, Correct, or Cancel the Goal?			
We seek to increase the percentage of students who feel they can self-regulate emotions and overcome challenges from 50% to 75% by 2024, as measured by the District Wide Survey and school wide perception survey.		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 Multi-Tiered Systems of Support (MTSS) to help students regulate emotions and make rational choices.	*By using social emotional strategies in classrooms, students will be able to recognize signs of stress and frustration and utilize different calming strategies to manage emotions and make rational choices.*	Yes	Correct	Our students are showing signs of connection and we've seen	Mentoring, RTI for behavior, Behavior tracking and data collection	Training on RTI for behavior