

Act 3 - Reviewing Our Journey**[Directions and Resources for Act 3](#)******Only type in the yellow cells.******Status Tracker Directions:**

1. 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: Ernest May Elementary 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>			
Increase the percent of students proficient in mathematics from 54% to 64% by spring 2025 Map 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>
Implement math curriculum- Envision 2020, which is closely aligned with the 3rd-5th grade NVAC Standards. Weekly PLC meetings to analyze and respond to student data. Implement i-Ready math program for additional Tier I instruction and rigorous assessments and intervention to support Tier II and progress monitoring. Math strategist will provide professional learning and model in classrooms to new teachers on staff.	Students in K-5th grade will have a 10% growth in Math proficiency according to the spring 2025 Map Assessment.	Yes	Continue	Professional Learning on Tier I small group instruction helped fill student instructional gaps. Small group differentiation planning with grade levels for Tier II were put in master schedule. Students attended after school tutoring during first semester. School-wide Lesson Study Rounds will occur with the support from RPDP.	Continue grade level PLCs and Tier II small group instruction and progress monitoring on identified students.	Funding for after school tutoring in the fall.
Inquiry Area 2 - Adult Learning Culture		Did we achieve our Adult Learning Culture goal?	Continue, Correct, or Cancel the Goal?			
100% of our classroom teachers will meet weekly in their PLC meetings to analyze and collaborate on using common formative and summative assessments aligned to the NVACs throughout the 2024-2025 school year. This will be measured by PLC agendas and notes, classroom observations, and assessment results.		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
Learning Strategists and RPDP trainer will facilitate professional learning trainings and support weekly grade level PLCs. Gradual release will be modeled to empower grade levels to run their own effective PLCs. Administration observe weekly PLCs.	By May 2025, 100% of our teachers will be utilizing aligned and rigorous formative and summative assessments.	Yes	Continue	Continue to hold weekly PLCs in Math to plan and discuss student data. Also, implement the level of discourse, questioning, and planning that was done during the Lesson Study Rounds within the weekly PLC meetings.	Begin implementing grade level PLCs in Reading.	
Inquiry Area 3 - Connectedness		Did we achieve our Connectedness goal?	Continue, Correct, or Cancel the Goal?			
Reduce the percent of all students in May who are chronically absent from 25% to 18% by the spring of 2025, as measured and reported on the NSPF		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
SEL circles with identified students, weekly counseling lessons, SWAG team (Students who Achieved Greatness), ReThink lessons, attendance incentives, parent meetings and intervention plans and attendance contracts.	By the spring of 2025, the percent of chronically absent students will reduce from 24% to 14% overall..	Yes	Continue	Parents are asked to submit a doctor's note on every absence. This helps to lower the percentage of the chronically absent students. Classes are recognized weekly for good attendance. Students will be recognized monthly for perfect attendance. Administration calls home and discuss chronic absenteeism concerns regarding individual students and the attendance officer is sent to houses to speak to parents regarding their students being chronically absent.	Develop an absenteeism committee made up of staff to work together to contact parents of chronically absent students. Make sure that staff communicate with each other so that attendance plans are put into place once students are labeled chronically absent. Develop incentives for students to keep them excited about coming to school every day and on time.	