**Act 3 - Reviewing Our Journey**

**Directions:**
- Fill in the appropriate cells in the table below.
  - Did we achieve our Goals - **Yes, No**.
  - Do we continue, correct, or cancel our goals/strategies - **Continue, Correct, Cancel**.
- Identify specific **Lessons Learned, Next Steps** and **Needs**.

**Note:**
*The selections you enter will automatically update the accompanying cell on the Master Tracker tab.*
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**School Name: Lomie G. Heard Elementary School**

| Inquiry Area 1 - Student Success | | 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? Why?* | | | |
|---|---|---|---|---|---|---|
| GOAL: Increase the percentage of all learners proficient in reading (reaching the target of the 70th percentile or better) from 28% to 38% by 2023 as measured by NWEA MAP assessments; and decrease the gap between Caucasian and Hispanic learners (35% of Caucasian learners versus 26% of Hispanic learners) | | 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? Why?* | **Now (Lessons Learned)** *How have our improvement efforts impacted achievement across demographic groups?* | **Next (Next Steps)** *What have we learned about ourselves and our school through this goal and these improvement strategies? What can we do right away to put these lessons into practice?* | **Need** *What do we need from others in this room and others outside of this room to be successful in taking action?* |
| Provide daily research-based reading instruction to all students who are below grade level in reading. | Teachers will become highly proficient in reading instruction, using research-based strategies. | Yes | Continue | Our efforts, while consistent and research-based, did not produce the desired student achievement. | We will implement weekly PLCs, accountability loops, and 1-1 coaching. | Site leader to lead weekly PLCs, weekly data and analysis, lesson planning that meets the demonstrated data. Coaches role shifting to working directly with reading teachers. |

| Inquiry Area 2 - Adult Learning Culture | | Did we achieve our Adult Learning Culture goal? | Continue, Correct, or Cancel the Goal? | | | |
|---|---|---|---|---|---|---|
| GOAL: By the end of the 2022-23 school year, 100% of our ELA teachers will increase their level of proficiency in research-based reading instruction. Growth will be determined by classroom observations, lesson plan content, and growth in student achievement. | | Yes | Continue (and update) | WIDA scores increased, and students who in the Reading Lab increased their reading scores. | Continue to develop capacity to effectively teach reading: LETRS training, 95 Phonics, Weekly PLCs, Weekly Data and Analysis, and instructional changes based on the data. | Site leader to lead weekly PLCs, weekly data and analysis, lesson planning that meets the demonstrated data. RBG3 begin LETRS Training. Coaches role shifting to working directly with reading teachers. |
| **Improvement Strategies** | **Intended Outcomes/Formative Measures** | Were our improvement strategies successful? | Continue, Correct, or Cancel the Strategy? | **Now (Lessons Learned)** | **Next (Next Steps)** | **Need** |
| Develop and implement a systemic data tracking system that identifies and monitors reading progress for all learners who are below grade level, requiring tier 3 instruction. | Kindergarten through 5th grade teachers will administer reading assessments, analyze data, and devise instructional plans to match current data trends. | Yes | Continue | Assessments were given, but data analysis and instructional change was inconsistent. | Develop schoolwide structures to ensure appropriate assessments are given, analyzed and used to change instruction. | Site leader to lead weekly PLCs, weekly data and analysis, lesson planning that meets the demonstrated data. |

| Inquiry Area 3 - Connectedness | | Did we achieve our Connectedness goal? | Continue, Correct, or Cancel the Goal? | | | |
|---|---|---|---|---|---|---|
| GOAL: Increase the percentage of students who are participating in Cody Core Values lessons by showing engagement in learning by 35% as measured by classroom observations and CODY data. | | Yes | Continue (and update) | Daily CODY Core Value lessons were done K - 5th from August - May. Students began to track and monitor their data. Schoolwide awareness of the Core Values increased. | Continue schoolwide daily Core Value lessons, adding an interactive part to each lesson. Fully institute student data tracking and use the data to conduct schoolwide next steps. | Planning and preparation time for Core Value lesson development. Structures to gather and analyze data on a bi-weekly basis. Structures created to use the data to make schoolwide changes. |
| **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 Schoolwide Character Development | Students will consistently demonstrate behaviors that build | Yes | Continue | This project will take at least three years to fully | Continue the work and stay the course. | Structures and accountability loops in place to |