

**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.**

**Note:**  
The selections you enter will automatically update the accompanying cell on the Master Tracker tab.

#REF!						
#REF!	#REF!	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? Why?</i>	#REF!		
#REF!	#REF!	Yes	Continue (and update)	#REF!		
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? Why?</i>	Now (Lessons Learned) <i>How have our improvement efforts impacted achievement across demographic groups?</i>	Next (Next Steps) <i>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?</i>	Need <i>What do we need from others in this room and others outside of this room to be successful in taking action?</i>
#REF!	#REF!	Yes	Continue	268 out of 459 students who took the ACT in March 2023 has a composite score of 21. This is an increase from the previous year. 186 of 459 (40%) students scored the Science Benchmark of 23 or higher. The number of students scoring in the 61st percentile in math MAP tests in April 2023 was 39% (an increase from Fall's 38% being in the 61st percentile.) 64% of our Black/African American students who took the MAP tests showed growth in reading; the highest percentage of any subgroup. The lowest subgroup to show growth in reading was our Asian students (40%). 62% of our students who took the Math MAP tests showed growth in MAP; 77% of our Asian students showed growth in the 2022-23 school year, while 57% of our students who are two or more races showed growth (our lowest performing subgroup for math).	We have had consistency in the messaging to students about the importance of testing; students have talked more about testing. The use of incentives has also impacted scores. We will continue with our consistency and reward system. Time for the teachers to analyze the test scores and subsequently plan instruction also impacted the test scores.	Bootcamps, funding for ACT bootcamps, MAP incentives for students; funding for MAP incentives. Time for teachers to analyze the data and subsequently plan instruction; Tier 2 & 3 interventions.
#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
#REF!		Did we achieve our Adult Learning Culture goal?	Continue, Correct, or Cancel the Goal?	#REF!		
#REF!		No	Continue (and update)	#REF!		
Improvement Strategies	Intended Outcomes/Formative Measures	Were our improvement strategies successful?	Continue, Correct, or Cancel the Strategy?	Now (Lessons Learned)	Next (Next Steps)	Need
#REF!	#REF!	No	Correct	There is not enough instructional rounds data throughout the school year to make informed decisions about the effectiveness of instruction at high DOK levels. As of March 2023, LVA has also committed to 4 days of Kagan Strategies engagement training. The first session being at the end of April 2023, the other three days being in August 2023. The school wants to monitor the use of the strategies in classrooms and how levels of DOK can be incorporated into instruction through Kagan strategies.	The school needs to regularly collect data through classroom observations by admin and teacher leaders. Once the Kagan training is in place, we will follow up with teachers on their effective use of strategies.	Kagan training, funding for the training, time, commitment from admin to complete instructional rounds, time to review the data within admin and the teacher leadership team. Teachers will also receive DOK training from district administrators.
#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
#REF!		Did we achieve our Connectedness goal?	Continue, Correct, or Cancel the Goal?	#REF!		
#REF!		Yes	Continue (and update)	#REF!		
Improvement Strategies	Intended Outcomes/Formative Measures	Were our improvement strategies successful?	Continue, Correct, or Cancel the Strategy?	Now (Lessons Learned)	Next (Next Steps)	Need
#REF!	#REF!	Yes	Continue	As of April 2023, LVA has 16% of the student body who are deemed "chronically absent."	Continue to notify and work with parents before students reach being chronically.	We need an additional staff member to work in the attendance office. Funding from the

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