

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**.
- Identify specific **Lessons Learned, Next Steps** and **Needs**.

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



School Name: Beatty ES

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>			
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>
<p>Increase the percent of all students meeting their projected growth (Percent met projection) in Math based on Spring 2022-2023 growth of 46.3% to 56% (Spring to Spring 2023-2024) as measured by MAP Student Growth Summary Report. AB 219 Student Success Goals:</p> <p>Mathematics Summative Assessment Increase the percent of ELLs proficient in Math from 0% in 2023 to 10% by 2024, as measured by SBAC Math.</p> <p>Language Arts Summative Assessment Increase the percent of ELLs proficient in ELA from 6.6% in 2023 to 16.6% by 2024, as measured by SBAC ELA.</p> <p>Language Summative Assessment Increase the percent of ELLs meeting Adequate Growth Percentile (AGP) in English language proficiency from 33.3% in 2023 to 44% by 2024, as measured by the SBAC and reported on the NSPF.</p>						
<p>Engage teachers in professional learning of the mathematical strategies and application in their classroom. Ensure students have Tier 1 math instruction based on the NVACs. Ensure math assessments are aligned with standards through the use of district provided resources.</p> <p>AB 219 Student Success Improvement Strategy: Teaching Academic Content and Literacy to English Learners in Elementary (Source: WWC), 95 Phonics Core Program (1), A-Z Collections for Blended Learning (Learning A-Z)(1), Amplify Science (1), Exact Path (Edmentum) (3), enVisionMathematics Common Core 2020, Project-Based Learning (PBL) (3).</p> <p>AB 219 Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Evidence Level 1</p>	<p>Continue to increase the amount of students who meet their projected growth on Spring MAPs. Adjust our practices to include small group instruction and math stations. Classroom teachers will add differentiation through PBL and stations in math and ELA on a daily basis Math Strategist: Adding deeper, meaningful instruction through PL by math coach. (Math coach attended district lead PL and is training the staff) during a six week rotation. Classroom teachers will use assessments at rigor of standard through use of district testing bank on an as planned basis. Classroom Teachers/ Strategists will analyze data on assessments within two weeks of grading. Admin/ math strategist will calendar meetings with the math coach every six weeks to monitor progress and make corrections as needed.</p> <p>AB 219 Student Success Action Action Step [1]: Teachers will integrate oral and written English language instruction into content. Teachers will implement a variety of instructional activities to ensure that academic vocabulary words are taught across several days. Small-group instructional intervention will be provided to ELLs struggling in areas of literacy and English language development.</p> <p>Monitoring Plan: Administration and strategists conduct monthly observations using Look Fors alternating content areas. Our team analyzes data, including what specific instructional strategies were used to meet ELLs' needs, in monthly one on one post conference meetings. Person Responsible: Administration, teachers, and strategists</p>	Yes	Continue	<p>We met our MAPs goal as 62.6% of students met their growth projection from Spring to Spring. Our improvement strategies were successful. Our MAPS math Spring achievement level is at the 55th. That is up from 48th in Spring. Our growth in the Spring is in the 58th percentile. Staff members were engaged in professional learning during 7th preps, every six weeks. Staff members were also offered the opportunity to engage in math book clubs for six weeks after school in the winter. 75% of teachers attended the professional learning and changes were observed in their classrooms immediately. Math assessments were created during PLCs. Data from the assessments was looked at closely. Math assessments were adjusted and filed for next years' PLCs. AB 219: Discussion in PLC about academic vocabulary words were observe 75% of the time. Small group EL intervention was implemented on a daily basis. A variety of instructional strategies was not observed on monthly basis.</p>	<p>We will continue to provide professional learning experiences for the teacher. Summer 2024, teachers will participate in a book study called, Building a Thinking Classroom. These sessions will continue to build teacher knowledge about effective practices in teaching mathematics. AB219 Calendar "LOOK FORs" that specifically observe instructional strategies.</p>	<p>Need continued support from math strategist in planning units and review data of student assessments</p> <p>Continued support for ELL strategies for teachers to use in the classroom</p> <p>Need basic paper, copying and laminating materials for summer preparation. Calendar of Look Fors for instructional strategies.</p>

Inquiry Area 2 - Adult Learning Culture		Did we achieve our Adult Learning Culture goal?	Continue, Correct, or Cancel the Goal?			
<p>Assess our effectiveness of our PLCs on the basis of results rather than intentions. Grade levels will work interdependently to achieve one Math SMART goal that aligns with our school goal of increasing student Math MAP growth from 46% to 56% from spring to spring. The effectiveness of our PLCs will be measured by grade level SMART goals.</p> <p>AB 219 Adult Learning Culture Goals:</p> <p><b>Instructional Design and Delivery</b>            Increase the percent of classroom observations that show evidence of differentiated instruction to assist ELLs in understanding skills and concepts from 25% at the end of semester 1 (2023) to 50% at the end of semester 2 (2024) as measured by the content Look Fors.</p> <p><b>Professional Learning and Collaboration</b>            The percent of Professional Learning Community (PLC) observations where scaffolds and/or differentiation is discussed will be 20% at the end of semester 1 (2023) and 40% at the end of semester 2 (2024) as measured by the PLC Observation Tool.</p>						
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>Use SMART goals to show results of our PLCs.</p> <p>AB 219 Adult Learning Culture Improvement Strategy: Professional Learning Communities (PLC) (3)</p> <p>AB 219 Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3</p>	<p>Increased growth across math standards Change goal to include SMART goals across grade levels Grade levels will create "team SMART goals" to ensure the focus is on improved results. Clarify how the achievement of the goal will be maintained, monitored and measured. Add math PLCs every six weeks to monitor the SMART goal process.</p> <p>AB 219 Adult Learning Culture Action Action Step [1]: Strategists/teachers will model effective strategies to meet the needs of ELLs and teachers will engage in Instructional Rounds to view the strategies. Teachers will engage in debrief with the administration and strategists to self select strategies to implement in their own classrooms. In follow up PLCs, teachers discuss implementation of the new instructional strategies. Instructional leaders will continuously develop the capacity of lead teachers. Our strategist has completed QTEL Institute and utilizes strategies to support teachers. Additionally our strategists and kindergarten teacher are enrolled in Project Pueblo, which is an ELAD Master's Degree program. Monitoring Plan: PLC notes reviewed 5 times per year, instructional rounds' observation and debrief data three times per year, continuing education of staff members will be reviewed (NEPF) once in the spring.</p> <p>Person Responsible: Administration, strategists, teachers</p>	<p>Yes</p>	<p>Continue</p>	<p>Looking at the overall data, 3 of the grade levels met their initial BOY goal, one grade level missed their goal by 2% and 2 grade levels made less than 3% of growth and did not meet their goal. At the midpoint, we did not meet our end of year goals, but still increase the end of year goal, which was difficult for grade levels to meet. We need to celebrate the estimated 10% many grade levels made and remember that progress with improving instruction can be slow, but small movements over time will make a big difference.</p> <p>Kindergarten: Based on the Fall data that only 29% of Kindergarten students were proficient in the area of numbers and operations, as measured by the BOY MAP assessment, 42% of Kindergarten students will be on track to be at or above the 61st %ile and all students will increase their score as measured by Spring MAP Assessment. At winter benchmark, we achieved 39% students on track and now we have achieved 32% of students that are proficient in numbers and operations. We did not meet our goal for kindergarten.</p> <p>1st Grade: Based on the Fall data, the lowest area of achievement is Numbers &amp; Operations in Base Ten. For the Fall benchmark, 39% of the grade level are at or above the 61%ile according to the Fall MAP assessment. The goal by the end of the year is to have 50% of students scoring at the 61% ile or above as measured by the Spring MAP assessment. At winter benchmark, we achieved 42% of students on track and now have achieved 48% of students being on track. We did not meet our initial BOY goal, we missed it by 2%.</p> <p>2nd Grade: Based on the Fall data, only 27% of 2nd grade level students are currently proficient in the area of numbers and operation, as measured by the BOY MAP assessment, 37% of 2nd grade level students will be on track to be at or above the 61st %ile and all students will increase their score as measured by Spring MAP Assessment. At winter benchmark, we achieved 32% of students on track and now at the Spring benchmark we have achieved 44% of students are on or above the 61%ile. We met our beginning of year goal.</p> <p>3rd Grade: Based on Fall data, that only 25% of 3rd grade level students are currently proficient in the area of Operations and Algebraic Thinking, as measured by the BOY MAP assessment, 35% of 3 grade level students will be on track to be at or above the 61st %ile and all students will increase their score as measured by Spring MAP Assessment. At winter benchmark, we achieved 35% of students on track and now Spring benchmark we have achieved 37% of our students on or on or above the 61%ile. We met our beginning of year goal.</p> <p>4th Grade: Based on Fall data, 19% of 4th grade level students are currently proficient in the area of numbers and operations, as measured by the BOY MAP assessment, 30% of 4th grade level students will be on track to be at or above the 61st %ile and all students will increase their score as measured by Spring MAP Assessment. At winter benchmark, we achieved 30% of students on track and now Spring benchmark we have achieved 43% of our students on or on or above the 61%ile. We met our beginning of year goal.</p> <p>5th Grade: Based on Fall data, 32% of 5th grade level students are currently proficient in the area of numbers and operations, as measured by the BOY MAP assessment, 40% of 5th grade level students will be on track to be at or above the 61st %ile and all students will increase their score as measured by Spring MAP Assessment. At winter benchmark, we achieved 40% of students on track and now Spring benchmark we have achieved 33% of our students on or on or above the 61%ile. We did not meet our beginning of year goal.</p>	<p>We will continue to provide professional learning experiences for the teacher. Summer 2024, teachers will participate in a book study called, Building a Thinking Classroom. These sessions will continue to build teacher knowledge about effective practices in teaching mathematics. In addition, teachers will dive deeper into the curriculum and work as PLC teams to plan the first two units of the school year during this summer professional learning. They will also prep required materials to effectively implement the curriculum.</p> <p>In Fall, grade level teams will meet with the math strategist to look at current data with checkpoints and formative assessments. They will make instructional decisions based on these pieces of data.</p> <p>For the 24-25 school year, teachers will continue to participate in professional learning sessions about effective instruction within mathematics during staff development days and occasionally morning staff meetings. AB 219 Calendar Look Fors to observe differentiated instructional strategies and Instructional Rounds.</p>	<p>Need continued support from math strategist in planning units and review data of student assessments</p> <p>Continued support for ELL strategies for teachers to use in the classroom</p> <p>Need basic paper, copying and laminating materials for summer preparation.</p> <p>Time for Instructional Rounds and Look For observations.</p>
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Inquiry Area 3 - Connectedness		Did we achieve our Connectedness goal?	Continue, Correct, or Cancel the Goal?			
<p>Increase the percent of students who feel empowered to handle their emotions from 50% (fall) to 53% (winter) to 56% (spring) by 2024 as measured by the SEL Google Survey (K-5).            AB 219 Connectedness Goals:</p> <p>Chronic Absenteeism/Behavior            Reduce the percent of ELLs chronically absent from 32.2% in 2023 to 20% by 2024, as measured by Chronic Absenteeism data from Focus Ed.</p>		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>Consistent use of class meetings, relationship building and positive office referrals            AB 219 Connectedness Improvement Strategy: Increase Attendance and Decrease Chronic Absenteeism with a Prevention Program            AB 219 Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): No evidence level</p>	<p>6% increase of students who feel they can handle challenging emotions            3-5 grade teachers will continue to give the Panorama survey            Counselor/ AP will revise Beatty Google form- Classroom teachers will survey students three times per year            Classroom teachers/ admin / counselors will analyze survey to plan for whole group, small group and individual emotional needs.            Admin: Implement NEPF Professional Standard 5, Indicator 2 google form allowing for feedback from students on taking an active role in maintaining a safe/ positive learning environment.</p> <p>AB 219 Connectedness Action            Action Step [1]: Beatty will set up incentives on a biweekly, monthly, semester, and yearly basis. Biweekly, announcements and treats are provided for ELL students who have perfect attendance.            Parents/families of ELLs will be invited to Monthly Principal Pep Rallies, semester, and annual students celebrations focusing on attendance, academic achievement and growth, and SEL character traits.</p> <p>Monitoring Plan: IC attendance data and grade data and teacher observations for SEL character traits data will be compiled biweekly, monthly, semester, and yearly.            Person Responsible: School clerk, administration, and teachers</p>	Yes	Continue	<p>The Beatty Survey has been successfully implemented in grades K-5 to target the intended outcome. The staff has responded positively to redirection and/or reteaching regarding the components of an effective morning meeting. Essential components of morning meetings/ class meetings are being met consistently and has made an impact in the area of student empowerment to encourage students to handle their emotions. Positive referrals are being completed; consistently across all grade levels each Friday. 82.9% of Kinder- 5th-grade students who participated in the survey, 375 out of 447 enrolled, shared they can manage their emotions on their own. Also, 77.1% of students shared they are utilizing taught strategies to help with challenging emotions. According to the spring Panorama data, 3rd-5th grade students indicate they are 54 %tile in the area of challenging emotions, 2% higher than in winter 2023. The Beatty SEL survey indicated, that 58.9% of students experience big emotions weekly, 24% experience big feelings daily, and 17.1% experience big feelings multiple times daily. According to school-based data, gathered from Focus Ed, 30% of Beatty students are chronically absent, a two percent increase from winter 2023. 46.0% kinder students, 32.8% first-grade students, 24.0% second-grade students, 25.9% third-grade students, 30.0% fourth-grade students, and 22.5% fifth-grade students. EL students made improvements of 3% between Dec. of 2023 and May 2024. Interest in all grade levels has dwindled towards the new incentive programs implemented January 2024.</p>	<p>The staff will have training on how to strengthen class meetings as well as available social-emotional curriculum (Rethink no longer available) that would be beneficial in implementing class meetings, such as Stanford Harmony. Topic-specific lessons can be developed, tailored, and taught based on the needs of the classroom. Regarding, positive citations teachers will continue to be provided more opportunities to complete positive referrals. (take Love it Notes to PLC, grade level, and staff meetings). SSA, the school counselor, and the behaviorist will work with chronically absent students to set up attendance plans focusing on the use of positive behavior incentives. Daily check-in and personalized goals are being set for each of the chronically absent students. School-wide attendance incentives have been put into place, focusing on 95-100% of attendance for classroom rewards. Monthly perfect attendance incentives will continue but will be restructured to increase student buy-in.</p>	<p>Funds for Attendance Incentives            Staff to track the attendance incentives.</p>