

Act 3 - Reviewing Our Journey						
Directions: <ul style="list-style-type: none"> Fill in the appropriate cells in the table below. <ul style="list-style-type: none"> 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.			
School Name: Mannion Middle 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? Why?</i>			
By the Spring of 2023, students in the 61st percentile on the MAP assessment will reflect a decrease in this achievement gap when: 65% of the 6th graders will be at or above the 61st percentile in reading and 57% of the 6th graders will be at or above the 61st percentile in math. 58% of the 7th graders will be at or above the 61st percentile in reading and 54% of the 7th graders will be at or above the 61st percentile in math. 58% of the 8th graders will be at or above the 61st percentile in reading and 50% of the 8th graders will be at or above the 61st percentile in math.		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? 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>
Teachers will continue to PLC weekly to plan quality Tier I instruction and reflect on student achievement data.	Teachers will collaborate to present high-quality Tier I instruction that aligns with the NVACS while consistently reviewing student achievement data provided through MAP as well as aligned instructional activities and assessments.	Yes	Continue	Survey data and administrative observation indicate that PLCs were used to plan quality Tier I instruction and reflect on students achievement data for common summative assessments and MAP.	Mannion teachers used PLCs to collaborate, plan instruction, and monitor student learning. This should continue to occur during the 23-24 school year. Administration will continue to attend identified PLCs on a weekly basis, and other PLCs on a rotating basis.	Continued administrative attendance/observation at weekly PLC meetings.
Administration will financially support additional planning and student achievement data reflection time	Teachers will collaborate to present high-quality Tier I instruction that aligns with the NVACS while consistently reviewing student achievement data provided through MAP as well as aligned instructional activities and assessments.	Yes	Continue	Departments regularly conducted PLC meetings during contract time, and some departments have elected to use the available extra-duty pay to conduct additional meetings outside of contract time. Some departments were unable to find mutual times outside of contract time to conduct these additional PLC meetings.	Administration will continue to financially support additional time for PLC meetings when an agenda and meeting minutes are provided.	Regular communication from administration to ensure all teachers are aware that extra-duty pay is available for conducting structured PLC meetings outside of contract time.
Inquiry Area 2 - Adult Learning Culture		Did we achieve our Adult Learning Culture goal?	Continue, Correct, or Cancel the Goal?			
By the end of the 2022-2023 school year, 90% of PLC meetings will follow the common PLC meeting structure as measured by observations of PLC meetings.		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
Implement consistent PLC procedures across the campus so that all students have access to common high quality instructional activities and learning opportunities regardless of their assigned teacher.	PLCs will lay the foundation for quality instruction that utilizes the available resources - ChromeBooks for all learners, Achieve3000, Edulastic, Canvas, Actively Learn, NearPod, PearDeck, etc.	Yes	Correct	Classroom observations and administrative review of teachers' weekly instructional learning guides provided evidence of consistency across grade level PLCs from teacher to teacher.	PLCs will identify the learning intention(s) and success criteria for each lesson and include this information on the weekly instructional learning guides.	Learning intentions and success criteria for some content areas will be provided by the CCSD Curriculum and Instruction Division. Learning intentions and success criteria for the other content areas will need to be developed within the PLCs.
Establish and implement after school academic help for students identified as struggling learners in PLC meetings.	School and teacher leaders will develop and implement a "can't do" and "won't do" system for identified students in need of Tier 2 academic interventions.	Yes	Correct	Afterschool math tutoring was implemented successfully, and teachers were available before and afterschool by appointment.	PLCs will use guidance from CCSD to identify Tier II students and implement interventions to support them.	Professional development will be provided to teachers in alignment with CCSD's guidance for identifying students in need of Tier II supports and interventions.
Inquiry Area 3 - Connectedness		Did we achieve our Connectedness goal?	Continue, Correct, or Cancel the Goal?			
Reduce the number of 6th grade behavior referrals from 431 in the 2021-2022 school year by 20% to 345 or fewer 6th grade behavior referrals in the 2022-2023 school year.		No	Correct			
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 6th Grade Studies course for all students in Grade 6 to adjust to the social-emotional transition to middle school.	Student resilience, increased confidence, improved attendance, and decreased discipline infractions.	Yes	Continue	While the number of behavior referrals did not decrease, there was a significant decrease in the Unacceptable School Behavior category. Anecdotal evidence suggests that hallway behavior and cell phone use improved from 21-22 to 22-23.	Continue the 6th Grade Studies course in 23-24.	Continued collaboration between the 6th Grade Studies teacher and the assistant principal assigned to discipline for 6th grade.
Implement a 6th Grade Studies course for all students in Grade 6 to adjust to the academic transition to middle school.	Increased confidence, improved attendance, and decreased discipline infractions.	Yes	Continue	The 6th grade studies course focused on study skills, organization, and self-advocacy to improve the academic transition for students.	Continue the 6th Grade Studies course in 23-24.	Monitoring plan to determine the positive impact of the 6th Grade Studies course on academic achievement.