

School Name: Louis Wiener, Jr. 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? Why?</i>		
By April 2023, 80% of students will demonstrate growth and/or proficiency as measured by performance tasks that require a problem-solving process to be used to complete the task based on review of assessment results in educator collaborative planning sessions.			Yes	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>
Increase opportunities for students to engage in the problem solving process (with explicit connections) across subject areas with purposeful planning by educators and common assessments reviewed collaboratively. (Educator SLGs support this improvement strategy.)	Students apply problem-solving skills spontaneously and without direction. Students increase their performance on mathematics assessments (classroom, STAR, MAP, State). Students make connections across content areas with and without educator assistance. Students experience a consistent approach to problem-solving across settings and years that allows them to focus on application of problem solving skills while building knowledge. Educators increase opportunities for personalized supports for students (intervention and enrichment) in Tier I instruction. Educators plan opportunities for students to apply learning and skills from one subject to another in order to deepen understandings and development of knowledge. Students demonstrate improved results on state assessments.	No	Continue	Over 80% of students demonstrated growth or proficiency on their April 2023 performance tasks based on mathematics problem solving. There was a focus on students utilizing the components of the problem-solving process for the performance tasks, but those skills were not observed as generally translating to other math problems or subjects.	The problem-solving process needs to become automatic for students to apply it in mathematics and other content areas. Educators need to identify specific situations in which the problem-solving process should be employed by students and provide explicit instruction to students for those tasks.	Professional learning for educators related to applying the problem-solving process across content areas and behavior/SEL is needed for the 2023-2024 school year. Educators will submit student work samples from various subject areas that demonstrate application of the problem-solving process monthly. Individual support from the strategist, counselor, and administration will be provided to develop application of the problem-solving process across content areas.
Inquiry Area 2 - Adult Learning Culture			Did we achieve our Adult Learning Culture goal?	Continue, Correct, or Cancel the Goal?		
By May 2023, increase and improve the understanding and impact of the implementation of the MTSS by 75% as measured by surveys of educators focused on unit planning and results associated with those units planned.			No	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 a consistent unit planning process grounded in MTSS for all faculty through collaborative processes, inclusive of instructional plans and assessment practices, along with follow-up review of the impact of instruction and student needs.	Educators increase the amount of connections between practice and MTSS. Educators gain improved levels of academic, social-emotional, and behavioral coherence grounded in MTSS leading to improved connections for students (made explicitly and spontaneously). Educators create plans to focus on responding to events that impact this work that reduce/eliminate disruption. Students demonstrate improved results on STAR assessments. Students demonstrate increased growth and proficiency on MAP assessments.	No	Continue	As of May 2023, 4% of faculty reported no or little understanding of MTSS, 16% reported some understanding, and 80% reported most or full understanding. At the end of the first semester, 19% reported no or little understanding of MTSS, 15% reported some understanding, and 66% reported most or full understanding. While this was not a demonstrated 75% increase in understanding, progress was demonstrated. An intense professional learning schedule was implemented in Semester 2 related to the Teaching and Learning Cycle with sessions related to unwrapping standards, analyzing assessments, making explicit connections, selecting differentiation strategies, identifying scaffolds, creating learning intentions and success criteria, and collective efficacy.	Implementation of the PLC process will begin at the open of the 2023-2024 school year. Connections between the PLC structure and the NEPF and MTSS will be incorporated into professional learning throughout the year to continue to develop knowledge and skills for educators.	LWJES needs to fully implement a productive PLC structure for the Teaching and Learning cycle. Continued professional learning related to Tier I and Tier II instruction expectations is necessary in whole-group settings and on-the-job for all educators. Ongoing, targeted feedback and support for educators is necessary.
Inquiry Area 3 - Connectedness			Did we achieve our Connectedness goal?	Continue, Correct, or Cancel the Goal?		
By May 2023, increase by at least 50% the amount of students reported to have demonstrated persistence with challenging and/or unique tasks as measured by quarterly (or more frequently) surveys of students and faculty focused on the results of relationship-building activities and instruction.			No	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>Increase the number of explicit connections made by educators with consistent schoolwide expectations, classroom expectations, Habits of Mind, and Citizenship Traits and implement weekly class meetings, use Safe and Civil Schools resources with as needed.</p>	<p>Students report increases in the amount of positive relationships they have with educators and the school. Students apply skills learned (HoM, character traits, RethinkEd) spontaneously around campus in both academic and social settings. Educators make connections explicit between social-emotional learning and academics and encourage students to share connections they have made spontaneously. Students increase their metacognitive awareness for both academics and citizenship. Students demonstrate persistence when working on tasks that are both challenging and unique. Students are able to create a plan to complete a task both academically and socially. Students demonstrate increased positive results on Panorama.</p>	<p>No</p>	<p>Continue</p>	<p>While we did not observe an increase of 50% of students demonstrating persistence, we found that faculty reported that 60% of students demonstrated persistence often or always (40% reported sometimes and 0% reported rarely or never) and that 70% of students reported they always or often demonstrated persistence (22% reported sometimes and 8% reported rarely or never). While this was an increase in positive responses and a decrease in negative responses, the changes were much less than 50%. Faculty explicitly shared connections between SEL and academics daily at the end of the school year as models for students of how SEL and academics connect.</p>	<p>Provide additional support for students to make connections through purposefully-planned tasks that incorporate the making of connections and set the expectation for students to take ownership of making connections, ultimately making spontaneous connections.</p>	<p>LWJES needs to continue to refine SEL instruction and connecting SEL instruction (RethinkEd lessons, citizenship skills, and Habits of Mind) with academic persistence through the recently developed PLC structure and collaboration within and across departments.</p>
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