

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?</i>			
Increase the percent of all students scoring above the 40th percentile in reading from 55% (fall)		No	Correct			
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>
Fully implement the CCSD Tier I and Tier II instruction expectations and fully utilize HMH Into Reading and 95% Group Phonics Core Program reading instructional materials.	If educators fully implement CCSD Tier I and Tier II Instruction expectations and fully utilize adopted instructional materials to provide quality programming and MTSS implementation, students will improve their knowledge and skills and will increase their performance on reading assessments (classroom, STAR, MAP, State), including increasing the percentage of students above the 40th percentile from 55% in 2023 to 65% in 2024 (spring MAP).	Yes	Correct	For the 2024-2025 school year, the goal percentages will be adjusted to 45% in the fall, 50% in the winter, and 55% in the spring above the 40th percentile on MAP Growth Reading based on the outcome that 46% of students performed above the 40th percentile on the Spring MAP Growth Reading assessment for the 2023-2024 school year. Yes - HMH Into Reading and 95% Group Phonics Core Program instructional materials were fully utilized (faculty learned about the materials, became familiar with the programs, and experienced a full year of the programs). No - The CCSD Tier I and Tier II Instruction Expectations were not fully implemented and leveraged to support instructional decisions and practice. The strategies to support impacted achievements across demographic groups need to be refined and made more specific based on the achievement of individual groups.	Plan for the continued usage of Tier I instructional materials and how to support individual needs within lessons and during the literacy block. Support teachers in identifying the Tier II needs of students early and flexibly including planning for instruction during the Acceleration Block and for Tier I scaffolds and differentiation. Develop a system for administrative review of monthly plans for the Acceleration Block (student grouping, Tier II instructional materials, progress monitoring). Develop common language and definitions for the application of Tier I and Tier II instruction expectations. Implement monitoring of instructional practice using the Look-Fors tools and Focal Point.	Monitoring Schedules (Classroom Observations, Learning Walks, Review of Lesson Plans), Thursday Professional Learning Sessions, School-based Licensed Staff (supporting instruction), Conferences between teaching staff and administration, Time for PLCs
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Inquiry Area 2 - Adult Learning Culture		Did we achieve our Adult Learning Culture goal?	Continue, Correct, or Cancel the Goal?			
Increase the number of formal Professional Learning Community (PLC) meetings that follow the		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 and utilize a formal PLC structure that follows the CCSD Teaching and Learning Cycle for all faculty with weekly sessions.	If educators improve their understanding of MTSS and align their practice to the MTSS structure and consistently utilize the CCSD Tier I and Tier II Instruction Expectations through the Teaching and Learning Cycle and the formal PLC structure, educators will develop effective plans for instruction and be able to make adjustments to teaching and learning so that students are able to demonstrate increased proficiency on state assessments in reading (from X% in 2023 to Y% in 2024) and math (from A% in 2023 to B% in 2024).	Yes	Continue	Successes were observed in the use of PLC agendas, planning was focused on the use of Tier 1 instructional materials, and CCSD Pacing guides were followed. Data-driven discussions were not a part of future PLCs; this component must be included in PLCs to enable teachers to make adjustments to both teaching and learning. Due to a lack of common language related to MTSS and Tier 1 and 2 Instructional Expectations, further work related to defining language with explicit connections is needed. PLC sessions did not address the various learning needs of different demographic groups, and this needs to be a part of the coming year's PLC data-driven work.	We need to continue refine the PLC agenda and make explicit connections to Tier 1 instructional expectations. Develop common language and definitions for the application of Tier I and Tier II instruction expectations. Schedule PLC sessions that focus on the review of data. Focus on the review of data and making instructional decisions. We need to develop discussion frames that facilitate identifying learning needs of different demographic groups.	Refined PLC agenda, Discussion frames, Scheduled data-driven PLC sessions, Completed definitions and applications
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Inquiry Area 3 - Connectedness		Did we achieve our Connectedness goal?	Continue, Correct, or Cancel the Goal?			
Reduce the percent of students chronically absent from 41% in the 2022-2023 school year to		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
Increase student attendance by implementing the CCSD Multi-Tiered System of Supports Attendance Protocols.	If the school develops and implements the attendance protocols as planned in the CCSD MTSS framework, students will improve their regular school attendance which will support a reduction in chronic absenteeism from 44% in the 2022-2023 school year to 20% in the 2023-2024 school year.	Yes	Continue	Chronic absenteeism was reduced by 7.2 percentage points (FocusED). We need to continue with attendance plan and implement short-term attendance interventions and recognition strategies. Attendance rates were included in the weekly newsletter to share with stakeholders.	Continue to include weekly attendance rates in the weekly newsletter. Schoolwide training including data that shows attendance trends, includes attendance incentives and strategies for the upcoming school year. Identify students who have behavior challenges along with their attendance concerns from the current year to begin working with at the beginning of the upcoming year.	We need to start the year with students who are in need of interventions based on previous trends. Educate teachers on attendance incentives and communication best practices, including a hard copy of the attendance recognition and intervention schoolwide plan. Utilize the SSP and the school counselor to support with students having chronic absenteeism. Connect the impact of attendance to the three areas of MTSS, and share this information and impact with families and the community. Revisit attendance protocols and classroom needs. Lay out a plan and launch the training at the beginning of the school year. Identify District-based PL that we can utilize moving forward to support the improvement strategies.