



School Plan for Student Achievement (SPSA)

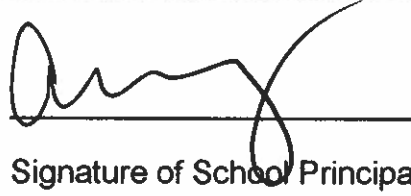
Rio Lindo School

School Year: 2020-2021

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Rio Lindo Elementary	5672561-6055503	1/06/2021	

Adeline Mendez

Name of School Principal



Signature of School Principal

1/6/2021

Date

Mike Pham

Name of SSC Chairperson



Signature of SSC Chairperson

1/6/2021

Date

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

District Level:

The Rio School District conducted a review of the nine Essential Program Components, but perhaps more importantly, analyzed the demands of state standards to include the Common Core and the district's current capacity to effectively deliver high quality instruction. The goal of the process is to continuously improve instructional practices and to deepen the understanding of Common Core practices necessary to provide ALL students access to a robust course of study.

Rio School District continues to craft a collaborative system that includes district-wide K-8 Curriculum Council, management and principal teams, site-level Professional Learning Communities (PLCs) as well as district level professional development and calibration. This network was effectively utilized throughout the needs assessment process to analyze data, identify priority needs, create action steps, and communicate with stakeholders. Educational Services worked with team members to create long-range goals and strategies (captured in the Local Control Accountability Plan) designed to improve student outcomes and college and career readiness.

Site Level:

As part of our professional practice at Rio Lindo School, CAASPP (California Assessment of Student Progress & Performance) data has been reviewed in detail. In particular, a detailed analysis of State and Local Assessment has been reviewed by our stakeholders. Overall reading and math performance, as measured by local assessments, indicate that improvement in the area of Language Arts and Mathematics is needed.

The principal, teacher leaders, School Site Council members, and English Language Advisory Council members reviewed State and Local Assessment data. Based upon achievement trends, we have done the following:

1. Established a teacher leadership team
8/25/20, 9/9/20, 9/25/20, 1/7/21, 1/13/21, 2/8/21, 4/19/21, 5/17/21, 6/21/21
2. Established a School Site Council
12/9/20, 1/6/21, 2/10/21, 3/10/21, 5/5/21, 6/16/21
3. Established an English Learner Advisory Committee
12/3/20, 1/8/21 (Title I Meeting), 2/17/21, 5/12/2, 6/10/21
4. Created a professional development strategy,
5. Integrated the use of technology into daily curriculum design
6. Developed a series of interventions designed to help struggling learners
7. Begin to provide professional development and review of strategies to build inquiring practices into collaborative conversations and classroom practices

Approval Dates:

SSC: 1/6/2021

RSD Board: TBD

Goals, Strategies, & Proposed Expenditure

Goal 1

English-language Arts. For the 2020-21 school year, the percentage of students meeting/exceeding proficiency on the ELA CAASPP will increase by 5%. The school will establish collaborative teacher teams to discuss effective strategies and monitor the progress of students. Teacher leaders will refine a multi-tiered system of support to help address literacy growth. Support and professional development for literacy in all subject areas will continue to support and align to the 5Cs characteristics (Collaboration, Critical Thinking, Creativity, Communication and Caring) of engaging students.

Basis for this Goal

The overall percentage of met or exceeded on the CAASPP ELA for the 2018-19 school year was 33.3%. Supporting student growth in literacy will support our goal of 40% of all students meeting or exceeding ELA on the CAASPP.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP ELA	33.3%	40%

PLANNED STRATEGIES/ACTIVITIES

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

1. Common planning time during the school day and after school will allow teachers to collaborate about effective practices and monitor student progress (substitutes for planning days/ grade level meetings).
 - 1.a. Substitutes 3 collaboration days p/teacher \$10,000
 - 1.b. Support effective integration of ELA standards and literacy through Science, Math, Social Studies and the arts. Provide professional development and supplemental materials for classroom use. Ex. CRLP/Reading Results, IXL, ELD, DMTI Math, Kindergarten Conference, workshops, etc. \$10,000
2. A Multi-Tiered System of Support will be refined which includes parent involvement in the process of monitoring student support and enrichment opportunities.
 - 2.a. Teacher teams develop objectives, goals, curriculum and learning experiences; plan and review literacy and math practices and benchmark assessments.
 - 2.b. Professional development (ex. Literacy, Math, ELD, Science, MTSS, RtI) for staff (substitutes for planning days/grade level meetings)
 - 2.c. Purchase supplemental curriculum and/or reading material for the targeted intervention and enrichment in all subject areas
 - 2.d. Parent involvement; Translation support and meeting supplies
 - 2.e. Assessment support (Substitutes, Kindergarten assessments, formative assessment review)
 - 2.f. School based counseling support; progress monitoring and SEL supports
 - 2.g. Reading intervention teacher (60 days/5 hrs) \$30,000
 - 2.h. Extended intervention opportunities to mitigate learning loss in ELA and Math. \$25,000
 - 2.i. Support Specialist/Office staff \$7,000
3. Increased library access (before and after school extended library hours) with improved selection of material available for student and staff use.
 - 3.a. Follett Library Services \$2,000
 - 3.b. Library Clerk \$26,000

3.c. Library books \$2,000

4. Support technology accessibility along with software, applications or programs to support literacy, communication, collaboration and critical thinking.. (ex. A-Z Reading, Brain Pop, IXL ELA, leveled readers, etc.) with a literacy/math focus and supplemental materials used for literacy in all subject areas; including nonfiction text, class literature sets and professional literature.

4.a. Site Technology Champion stipend \$4,000

4.b. Site Testing Coordinator stipend \$500

4.c. A-Z \$5,000 ; BrainPop \$2,700, Ed Puzzle \$1,300, Seesaw \$2,000

4.d. Book study and class books; \$2,000

5. Plan and support literacy, math, sciences and arts enrichment opportunities for students throughout the school day and after school. Fees and incentives for collaborative projects and literacy initiatives (ex. Spelling Bee, Literacy, Math & Science Nights, presentations, GATE supplies)

5.a. Implementation of intervention tutoring support after-school \$2,000

Proposed Expenditures for this Strategy/Activity

Amount(s)	1. \$10,000 LCFF , \$10,000 Title I 2. \$25,000 LCFF and Duplication in Goal 3.2 (\$30,000 Title I) 3. \$30,000 LCFF 4. \$17,500 LCFF 5. \$2,000 LCFF
Source(s)	LCFF - \$94,434 Title I - \$52,538
Budget Reference(s)	see strategies/activities

Goal 2

Math . For the 2020-21 school year, the percentage of students meeting/exceeding proficiency on the Math CAASPP will increase by 5%. Ongoing support and professional development for Common Core Math goals and expectations will continue to support and align instructional practices that will increase student depth of knowledge in math.

Basis for this Goal

The overall percentage of met or exceeded on the CAASPP Math for the 2018-19 school year was 27.3%. Supporting student growth in math will support our goal of 32% of all students meeting or exceeding math expectations on the CAASPP.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP Math	27.3%	32%

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school's strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1. Common planning time during the school day and after school will allow teachers to collaborate about effective practices and monitor student progress (substitutes for planning days/ grade level meetings).
 - 1.a. Substitutes 3 collaboration days p/teacher \$10,000
 - 1.b. Support effective integration of ELA standards and literacy through Science, Math, Social Studies and the arts. Provide professional development and supplemental materials for classroom use. Ex. CRLP/Reading Results, IXL, ELD, DMTI Math, Kindergarten Conference, workshops, etc.
2. A Multi-Tiered System of Support will be refined which includes parent involvement in the process of monitoring student support and enrichment opportunities.
 - 2.a. Teacher teams develop objectives, goals, curriculum and learning experiences; plan and review literacy and math practices and benchmark assessments.
 - 2.b. Professional development (ex. Literacy, Math, ELD, Science, MTSS, Rtl) for staff (substitutes for planning days/grade level meetings)
 - 2.c. Purchase supplemental curriculum and/or reading material for the targeted intervention and enrichment in all subject areas
 - 2.d. Parent involvement; Translation support and meeting supplies
 - 2.e. Assessment support (Substitutes, Kindergarten assessments, formative assessment review)
 - 2.f. School based counseling support; progress monitoring and SEL supports
 - 2.g. Reading intervention teacher (60 days/5 hrs)
 - 2.h. Extended intervention opportunities to mitigate learning loss in ELA and Math. (\$25,000)
 2. i. Support Specialist/Office staff \$7,000

3. Support technology accessibility along with software, applications or programs to support literacy, communication, collaboration and critical thinking.. (ex. A-Z Reading, Brain Pop, IXL ELA, leveled readers, etc.) with a literacy/math focus and supplemental materials used for literacy in all subject areas; including nonfiction text, class literature sets and professional literature.

3.a. Site Technology Champion stipend (\$4,000)

3.b. Site Testing Coordinator stipend (\$500)

3.c. A-Z (\$5,000); BrainPop (\$2,500), Ed Puzzle (\$1,300), Seesaw (\$2,000)

3.d. Book study and class books; (\$2,000)

4. Plan and support literacy, math, sciences and arts enrichment opportunities for students throughout the school day and after school. Fees and incentives for collaborative projects and literacy initiatives (ex. Spelling Bee, Literacy, Math and Science Nights, presentations, GATE supplies)

4.a. Implementation of intervention tutoring support after-school

Proposed Expenditures for this Strategy/Activity

Amount(s)	1. Duplicated in Goal 1.1 2. Duplicated in Goal 1.2 and 3.2 3. Duplicated in Goal 1. 4 4. Duplicated in Goal 1.5
Source(s)	LCFF - \$94,434 Title I - \$52,538
Budget Reference(s)	see strategies/activities

Goal 3

For the 2020-21 school year, we will increase the number of English Learners performing at level 4 on the ELPAC so they will meet reclassification criteria. We will also increase the number of students in the EL subgroup meeting or exceeding performance levels on CAASPP ELA by 3%.

Basis for this Goal

The percentage of students at each performance level based on ELPAC is:

Level 4: 15.7%

Level 3: 49.2%

Level 2: 26.2%

Level 1: 8.9%

CAASPP EL subgroup performance levels in ELA: meeting or exceeding 23.7%. Increasing the number of students in the met/exceeding performance band by 3% will help us reach a 26.7% goal.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
ELPAC	15.7%	18.07%
CAASPP ELA EL subgroup	23.7%	26.7%

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school's strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners and Low socio-economic

Strategy/Activity

1. Common planning time during the school day and after school will allow teachers to collaborate about effective practices and monitor student progress (substitutes for planning days/ grade level meetings).

1.a. Substitutes 3 collaboration days p/teacher \$10,000

1.b. Support effective integration of ELA standards and literacy through Science, Math, Social Studies and the arts. Provide professional development and supplemental materials for classroom use. Ex. CRLP/Reading Results, RALLI, ELD, NGSS, Math, Kindergarten Conference, workshops, etc.

2.A school-wide targeted intervention program to address the reading accuracy, fluency and comprehension needs of struggling readers and English learners as measured by district benchmark assessments will be monitored on a regular basis.

Plan and calendar 6-8 week RtI support for K-5th

3. Provide opportunities for experiential learning opportunities and inquiry design that integrates all subjects for a deeper and more engaging way to develop vocabulary and an understanding of the world and a variety of concepts in which to develop the English language around.

4. Provide parent education and outreach, translation support, and guidance on supporting EL learners and reclassification criteria (Coffee w/Principal, parent workshops, fliers, communication, etc.)

4.a. Site EL coordinator (\$3,000)

Proposed Expenditures for this Strategy/Activity

Amount(s)	1. Duplicated in Goal 1.1 & 2.1 2. \$30,000 Title I 3. \$5,000 Title I 4. \$3,000 Title I
Source(s)	Title I - \$52,538
Budget Reference(s)	see strategies/activities

Goal 4

Rio Lindo students will feel safe and connected to school, resulting in a positive impact to school attendance. Chronic absenteeism will be reduced by 1%.

Basis for this Goal

There is a 8.4% rate of chronic absenteeism.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CDE Dashboard- chronic absenteeism indicator	8.4	7.4

PLANNED STRATEGIES/ACTIVITIES

Strategy/Activity 4

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

1. The school will create a welcoming and safe learning environment where all students feel connected to their school. Building and maintaining a sense of community will be integrated in all aspects of the day with the integration of the Leader in Me, SEL curriculum using the 7 habits to develop personal and interpersonal leadership capacity in students, staff and families. Developing the leader in all students in combination with the 5C's, Collaboration, Creativity, Critical Thinking, Communication and Caring, are the overarching beliefs of our approach to working with children.

2. The school counselor will support student and family connections through parent meetings, parenting classes, Social and Emotional (SEL) Learning supports, school based counseling support, outreach efforts to all students. The school counselor will maintain connections and refer families to community agencies in efforts to increase developmental assets in the home, community and school. Support a Multi-tiered system of support for behavior which includes CHAMPS, Restorative Justice, Leader in Me, Social-Emotional Learning (SEL), alternative means of corrections, etc. Purchase supplemental books and materials for social, emotional and behavioral supports.

3. Bridge the school day with the after school program to further engage students and support positive attendance during the day. The teacher liaison will support program staff with strategies and ideas for homework support. The program coordinator will plan and coordinate engaging activities to increase school connectedness, student safety and healthy behaviors.

4. Support a systematic process for monitoring attendance data in efforts to meet with parents and students with the goal of improving attendance.

5. Support a variety of playground activities for recess and P.E.

Proposed Expenditures for this Strategy/Activity

Amount(s)	1. \$5,000 LCFF 2. \$1,000 LCFF, \$4,538 Title I 3. \$1,000 ASES 4. \$500 LCFF 5. \$3,434 LCFF
Source(s)	LCFF - \$94,434 Title I - \$52,538 ASES- \$1,000
Budget Reference(s)	Work with PTA to help support incentives

Annual Review and Update

SPSA Year Reviewed: 2019-2020

Goal 1

The percentage of students meeting/exceeding proficiency on the ELA CAASPP will increase. The school will refine a systematic approach to tiered intervention (Response to Intervention) to help

address the needs of struggling readers. Ongoing support and professional development for Common Core ELA goals and expectations will continue to support and align instructional practices that will increase student success in their core ELA instruction.

ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP ELA	Positive increase	(2.1) decrease

STRATEGIES/ACTIVITIES

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Tiered Intervention; Reading intervention teacher	Tiered Intervention; Reading intervention teacher	\$30,000	\$30,000
Increased Library access	Library access before and after school	\$26,000	\$26,000
Support Specialist/office staff	Supports IPT process; parent access	\$7,000	\$7,000
Professional Development	Reading Results, IXL ELA, Science, ELD, Kindergarten conference, workshops and Tech PD Substitutes for trainings, IPTs, etc	\$10,000	\$10,000
Supplemental materials; books, online instructional programs and materials	Follett, Axiom Library books Reading A-Z/Razz Kids, Brainpop, etc	\$10,000	\$10,000

ANALYSIS

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

An intervention teacher was hired for 5.5 hours for up to 135 days to support struggling readers. Students had small group access to supplemental reading support.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Based on the analysis of local assessments combined with interrupted schooling due to COVID-19, the team recommends that it is best to state academic performance goals were not met. However,

this does not indicate that progress towards goals was not identified. The team suspects absent the COVID-19 crisis, ELA goal would have been met.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

None

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Teachers have had training in the instructional practices for foundational reading skills. The next step is to provide professional development in comprehension reading skills. This will continue to support the next step in building capacity for literacy instruction.

Goal 2

The percentage of students meeting/exceeding proficiency on the Math CAASPP will increase. Ongoing support and professional development for Common Core Math goals and expectations will continue to support and align instructional practices that will increase student depth of knowledge in math.

ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP Math	positive increase	(1.7) decrease

STRATEGIES/ACTIVITIES

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Professional Development	Planning and implementation	\$3,000	\$3,000
Math tutoring, clubs and materials	Planning and implementation	\$2,000	\$2,000
Tech Champion and Testing support	Planning and implementation	\$4,000	\$4,000

ANALYSIS

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Support with Math Bridges planning time.
Offer math tutoring support after school.

Offer math and logic enrichment after school.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Based on the analysis of local assessments combined with interrupted schooling due to COVID-19, the team recommends that it is best to state academic performance goals were not met. However, this does not indicate that progress towards goals was not identified. The team suspects absent the COVID-19 crisis, Math goal would have been met.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

None

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Reduce math planning time. Replace with collaborative teacher time to discuss effective practice and student progress.

Goal 3

English Learners will demonstrate an increase in achievement levels on district benchmarks, Reading A-Z/Razz kids and Leveled Reading passages.

ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP ELA	positive increase 4.6%	(2.1%) decrease
CAASPP Math	positive increase 3%	(1.7%) decrease

STRATEGIES/ACTIVITIES

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
CELDT coordinator	CELDT coordinator	\$3,000	\$3,000
IPT monitoring, RTI for reading	Intervention in foundational reading skills for struggling readers; progress monitoring	\$10,000	\$10,000
Professional Development ELD, reading, math	ELD PD	\$5,000	\$5,000

Tutoring for EL students	After school math and reading tutoring	\$6,000	\$6,000
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ANALYSIS

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Over 120 students were monitored by an IPT team. Foundational reading supports were provided to struggling readers and progress was monitored in 6-8 week increments. Substitutes were provided for teachers to attend meeting and for planning time. After school tutoring was available for some struggling learning in 3rd - 5th grade.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Based on the analysis of local assessments combined with interrupted schooling due to COVID-19, the team recommends that it is best to state academic performance goals were not met. However, this does not indicate that progress towards goals was not identified. The team suspects absent the COVID-19 crisis, English Learner goal would have been met.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

None

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Professional Development in academic language and designated ELD lesson planning is needed. Integrating online EL program/subscription to support students' English language development for asynchronous practice and/or assignments.

Goal 4

Students will feel safe and connected to school, resulting in a positive impact to school attendance. Student attendance goals will be maintained at 96%.

ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Positive attendance rate	96%	95.92%
Annual Suspension rates 1.1%	decrease rate of 1%	.60% decrease

STRATEGIES/ACTIVITIES

Strategy/Activity 4

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
After school program	After school program	\$1,000	\$1,000
Counselor support for books, supplemental materials, parent outreach	Parent outreach, books, materials for students	\$5,000	\$5,000

ANALYSIS

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Support the after school program coordinator to run a program for 84 students after school. Supported through an ASES grant.

Support a PTA group who will help plan and implement after school events that connect students and families to school. This helps build positive connections to school. PTA also helps provide incentives, field trips and school assemblies.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Due to COVID-19, attendance metrics to measure attendance rate were interrupted when students transitioned to a Distance Learning model. As a result, of the change in instructional program from in person to online, the team recommends that it is best to state attendance goals were not met. The team suspects absent the COVID-19 crisis, attendance goal would have been met.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

None

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Provide support for Social Emotional Learning to reduce student conflict and increased ability for students to address conflict through restorative practices. This can be found in Goal 4.

Budget Summary and Consolidation

DESCRIPTION

AMOUNT

Total Funds Provided to the School Through the Consolidated Application (LCFF)

\$ 94,434

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA

\$146,972

Consolidation of Funds

List the Federal programs that the school is consolidating in the schoolwide program. Adjust the table as needed.

Federal Programs	Allocation (\$)
Title I	\$52,538
LCFF	\$94,434

Subtotal of consolidated federal funds for this school: \$52,538

List the State and local programs that the school is consolidating in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
ASES	\$1,000

Subtotal of consolidated state or local funds for this school: \$ 1,000

Total of consolidated (federal, state, and/or local) funds for this school: \$53,538

Addendum

The Single Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to *EC* 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.