

Act 2 - Status Check 2 (Plan of Operation Requirement)

[Directions and Resources for Status Check 2](#)

****Only type in the yellow cells.****

Status Tracker Directions:

1. Rate the overall status of each improvement strategy:

Strong - on track;

At Risk - requires some refinement and/or support; or

Needs Immediate Attention - requires immediate support

2. Identify specific **Lessons Learned (Now)**, **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.

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School Name: Robert L. Taylor Elementary School

Inquiry Area 1 - Student Success					
School Goal #1: We will increase the percentage of students meeting projected growth in Math from 56% in Winter 2023 to 62% in Winter 2024 as measured by the MAP Assessment.					
School Goal #2: We will increase the percentage of students meeting projected growth in ELA from 42% in Winter 2023 to 48% in Winter 2024 as measured by the MAP Growth Assessment.					
Improvement Strategies	Intended Outcomes/Formative Measures	Status <i>Are we implementing the improvement strategy as planned?</i>	Now (Lessons Learned) <i>What does our progress monitoring data reveal about progress toward our goal? What are we learning as we implement our improvement strategies? What challenges with implementation and gaps in implementation?</i>	Next (Next Steps) <i>What specific actions do we need to take to address the challenges and performance gaps we've identified? By when? By whom?</i>	Need <i>What do we need to be successful in taking action?</i>
Improvement Strategy: Implement Tier I instruction using the adopted curriculum in alignment with the pacing guides; post and communicate the learning intentions and student success criteria aligned to the standards.	Students will show an increase in meeting projected growth on the MAP Growth Assessment.	Strong	We have learned that what we are implementing is working as there is some growth in math but not as much as we would like to see in our 2nd year of implementing this reading material. We have had staffing challenges that have hindered our forward movement as each time a staffing change occurs, it takes time to get them acquainted with the material to the degree that is needed for mastery of skills and standards. New Goals for next year: Reading- 41% to 45% Math- 60% to 65%	We need more training on scaffolds and differentiation. What we've found is that we are teaching to large numbers of students below grade level with material at grade level. So, additional training on how to scaffold it to get students closer to those levels would benefit student outcomes. We would also benefit from more coaching on the HMH components to ensure that elements are taught with a perky pace so that teachers can get to all components within the instructional blocks, including reading groups and writing. We also discussed the master schedule and how we could identify and protect small groups in reading and math for next year.	We need training of a core group of teachers that could then provide more side-by-side coaching and support to other teachers, to build their capacity in reading. We also we need to revisit our master schedule to build in the appropriate times to protect small groups in reading and math. We also need to build in time for teachers to observe one another and collaborate.

Inquiry Area 2 - Adult Learning Culture					
School Goal: Increase the percentage of classroom observations that show evidence of teachers and students engaging with the student success criteria and learning intentions from 15% (2023) to 50% by the end of the first semester (December 2024). 2025					
Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need

Improvement Strategy: Weekly PLCs focused on Tier I instruction in Math and ELA, unwrapping standards, and identifying learning intentions and success criteria.	Increased understanding of the standards, improved task to standard alignment, fidelity of assessments, improved planning and opportunities to reassess and to demonstrate mastery of the standard to increase student achievement.	Strong	We met our goal!! 70% of all classrooms are engaging in discussion of the learning intentions and student success criteria! We are going to increase the goal to 95% and add an improvement strategy around scaffolds and differentiation. PLCs are happening at every level and with a fidelity that enables teachers to feel vulnerable enough to share their strengths and weaknesses with one another, to be open to ideas and challenges, and to support continued growth in one another. We follow a format each week: 1.) review data from previous formative assessment, discuss strengths, weaknesses, and spirals; 2.) unwrap standards from the next module, identify learning intentions and student success criteria; 3.) align upcoming module assessment with the standards and make decisions on assessment items to ensure alignment; 4.) discuss instructional strategies for that upcoming module as a team. Unfortunately, what we are finding is that very little of our PLCs ever focus on instructional strategy or scaffolds or differentiation so we need to streamline our time on the other components to get there. Additional training and support to identify scaffolds and differentiation strategies would be essential too. New Goal: 70% to 90%	Continue PLCs. Provide ongoing support to teachers in classrooms. Provide training on scaffolds and differentiation. Set norms in PLC for how much time to spend on each element to protect that much needed time for instructional discussions. Observe one another teach. Invite HMH implementation managers in to pre-brief, teach, and post brief.	We would need time to provide the training. We have materials from the Region Collaboratives already that we have used to provide training but we feel that revisiting that training and providing support in PLCs would strengthen their understanding and use of these strategies in instruction.
Inquiry Area 3 - Connectedness					
School Goal: Reduce chronic absenteeism from 38% to 35%, as reported by FocusEd, by May 2025.					
Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Improvement Strategy: Implement an Attendance Intervention Plan: weekly monitoring with incentives for attendance. The Attendance Intervention Plan includes a matrix for incentives for when students reach attendance milestones monthly, quarterly and each semester and also includes intervention at intervals: letters, phone calls, home visits, daily check-ins by an adult, Harbor Referrals, SBIT Referrals to Communities In Schools, attendance contracts, and filing educational neglect. Attendance Intervention Plan 2024-2025	Increased ability to solve problems, engage appropriately, regulate emotional state	Strong	As of 1/28, we are meeting this goal! We have learned that monitoring and implementing this plan is a full-time job but that it is working. Maybe not to the degree we want it to but it is and so we will continue to make those calls, knock on doors, and encourage positive attendance in our families. We have increased our random attendance incentives too as we've found this to be a success as well. New Goal 35% to 32%	We will revisit this plan this spring to be more in alignment with MTSS, creating a tiered layering of the interventions we provide to students. We will also plan out more routine incentives next year to increase them from quarterly to monthly and market our incentives in the community to get more buy-in and participation. We also will host kindergarten parent meetings as this is our most chronic group and good habits start early. We will also target and monitor our trending students.	We need all staff bought in to this process. It takes the entire village to make this work and to get results. It takes all staff speaking the same language to spread the word that attendance matters. To pull this off though, we will need money for these incentives so writing grants or looking for other revenue streams will be important.
Improvement Strategy: Leader In Me, 7 Habits Lessons and character traits taught weekly in Humanities to reinforce positive school attendance, promote student leadership roles, and how to be proactive.	Increased ability to get to school, participate, and learn.	Strong	The Leader In Me and the teaching of the 7 Habits has given students a way to see themselves differently. They are involved in leadership opportunities, which has enhanced their positive outlook towards school and has given them a reason to get here everyday.	Continue teaching, training, and fostering leadership in every child. Provide more opportunities than we already do for leadership in our building.	We will need all staff to participate in these effort to increase leadership in our students, time to collaborate, and implement. We will also need additional training for staff to continue to build capacity across the school.