

Act 2 - Status Check 1

Directions and Resources for Status Check 1

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

Status Tracker Directions:

← Before completing this tab, follow the directions to set up the Master Sheet.

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

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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2. Identify specific **Lessons Learned (Now)**, **Next Steps**, and **Needs**

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 47% in Winter 2023 to 53% 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 44% in Winter 2023 to 50% 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 performance are we noticing?</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>
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	Our formative assessments show a deficiency in students' computational skills and a lack of mastery of basic math facts in all grades, which hinders their ability to apply the operations to solve problems.	While implementing Tier I adopted curriculum, additional supplementation of math facts skills is essential to building mastery and automaticity - Xtra Math was discussed as a potential system to support Tier I instruction.	We need training on Xtra Math implementation and time to discuss scaffolds and supports to reaching mastery of the standards. We also need a Tier II math plan.
Inquiry Area 2 - Adult Learning Culture					
Increase the percentage of classroom observations that show evidence of teachers using success criteria and learning intentions from 0% to 80% by the end of the first semester (December 2023).					
Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Weekly PLCs focused on Tier I instruction in Math, 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	With the Teacher Clarity Guides, we learned that there is still work to be done on a weekly and daily basis in determining the specific Learning Intentions and Student Success Criteria for daily and weekly lessons. We've spent time unwrapping the standard, the Teacher Clarity Guide, and long-range planning effectively to ensure mastery of the standards.	Continue to develop our PLC structure, ensuring time to analyze formative assessments in that time. The analysis of the formative assessments gives us an opportunity to plan for reteaching opportunities and spiral activities.	Even though we take 50 minutes per week for a full PLC, it just never seems like we have enough time. Also, we need to ensure that we capture our meeting notes so that we have them to references year after year and from one meeting to the next.
Inquiry Area 3 - Connectedness					
Increase from 42% to 52% on emotional regulation from the Panorama survey by May 2024.					
Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Counselor's Lessons: monthly guidance lessons in every classroom every month.	Increased ability to solve problems, engage appropriately, regulate emotional state	Strong	Counselor's lesson have kicked off and are going well. We are learning that the need is greater than we have the adults and services to give as our students face more trauma than we are equipped to handle.	Keep scheduling the lessons and processing referrals. Even though we are overwhelmed with SEL needs, we keep going one student and one need at a time.	We need more opportunities to teach SEL wellness.
Leader In Me, 7 Habits Lessons and character traits taught weekly in Humanities to reinforce conflict resolution and how to be proactive.	Increased ability to solve problems, engage appropriately, regulate emotional state	Strong	7 Habits lessons are well underway and are going well. We are learning that there is a greater need for SEL than we have the capacity to deliver but we keep on doing our best with what we have.	Keep teaching the lesson as prescribed. Keep analyzing our data and doing what we can to improve our practice.	We need more time, more adults trained in SEL, and more teachers trained in trauma-informed practices.