

Act 2 - Status Check 2 (Plan of Operation Requirement) (MRI #3)

Directions and Resources for Status Check 2

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.

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	Now (Lessons Learned)	Next (Next Steps)	Need
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 exceeded our goal in Math but did not in ELA. Some grade levels are doing better than others. Is there a reason for this? Is this something to be shared across the grade levels? Challenges: New curriculum, sporadic training. New curriculum in ELA for both Tier I and Tier II which was late to arrive. Implemented Walk to Read late in the year due to the late arrival. Setting classroom goals and staying consistent in having students share responsibility for them.	Setting school and classroom goals and staying consistent in math and having students share responsibility for those goals. Increase/maintain HMH Training opportunities. Continue with Walk to Read as long as possible. Add kindergarten to Walk to Read in the spring. New GOAL: We will increase the percentage of students meeting projected growth in Math from 56% in Winter 2024 to 60% as measured by the Spring 2024 Math MAP Assessment. New GOAL for 2024-2025: We will increase the percentage of students meeting projected growth in Math from 56% in Winter 2024 to 62% as measured by the Winter 2025 Math MAP Assessment. Keep School Goal #2 - continue...	We need time to implement all the new material in ELA for both Tier I and Tier II along with our LETRS Professional Learning. So much new learning is happening this year. We also need to develop our understanding of the new programs within weekly PLC and full day PLCs this spring.

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	Goal met! Use of "Focal Point" to collect data for learning intention alignment to standard and classroom tasks. Alignment of instruction to standards is very good. PLC meetings and minutes indicate good alignment as well.	Need to interact more with the standard. Even though the learning intentions and student success criteria was aligned to the standard and posted and communicated, we are not interacting with them throughout the lessons to ensure clarity of expectations during instruction. This is our goal as we move forward. New Goal: Increase the percentage of classroom observations that shows evidence of teacher and students engaging with the student success criteria and learning intentions from 15% as measured in December 2023 to 50% by April 2024.	We need Professional Learning and collaboration time on how we interact with the standard, learning intention, and student success criteria within instruction. How can we share practices to enhance this in our lessons? Ongoing PLCs will incorporate this as part of the planning process.

Inquiry Area 3 - Connectedness

Increase from 42% to 52% on emotional regulation from the Panorama survey by May 2024.

Only type in the yellow cells.

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	At Risk	The counselor lessons have not been as consistent as we planned due to staffing shortages. It is hard to find, hire and keep a good school counselor, let alone 3. If we were able to secure 3 counselors, classroom lessons would be able to happen monthly. We also noticed that from Fall to Winter, our Panorama data dropped from 42% of students being able to emotionally regulate to 35%. We do not feel that we are doing enough to meet this goal.	Next steps would be to increase positive self talk in classrooms daily with the support of the counselor. The counselor can provide language teachers can use with students and provide mini-lessons on self-regulation.	We need to fully staff our counselor positions and intentionally teach what it means to self-regulate.
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 lesson take place weekly, consistently. Students are encouraged and reinforced for using the habits daily to be more effective in their lives. However, these lessons may help them to problem solve and focus on the important things, our data reveals that it is not improving students' ability to self-regulate.	Weave in lessons on self-regulation, including explicit instruction on the vocabulary listed in the survey to ensure that students know what it means to be disregulated, how to name emotions and how to regulate them, or choose their own weather.	We need to do more research and development on emotional regulation, its components, and how to teach children to regulate more effectively. We may even need to take a deeper look at the data to help us identify a root cause to this phenomenon.