

Act 2 - Status Check 1

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

Directions and Resources for Status Check 1

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.



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

School Name: Myrtle Tate Elementary School

Inquiry Area 1 - Student Success

Increase the percent of all students above the 40th percentile in ELA from 39% to 45% by 2024, and in math from 35% to 40% by 2024 as measured by MAP with Tier I Instruction alignment.

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</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>
Differentiated instruction and student discourse in math and ELA.	If Professional Learning Communities (PLC) focus on providing high-quality Tier I whole group and differentiated instruction and student discourse in ELA, then students needs will be met through Tier I instruction at a higher level which will support an increase the percent of all students above the 40th percentile in ELA from 39% to 45% by 2024, and in math from 35% to 40% by 2024 as measured by MAP.	Strong	As evidenced in Focal Point walkthrough data, administrative observations, and PLC agendas, teachers are implementing strong Tier I instruction using the adopted programs. The biggest challenge is time allocations due to the loss of 19 minutes and the time demands of Into Reading, 95 Phonics Core, and enVisions.	As teachers continue to become familiar with the programs and receive training, they will work collaboratively on identifying key components of instruction and the modification of the pacing schedule.	Additional training from HMH and 95%, additional time for PLC (which will occur once the Strategic Budget is opened).

Inquiry Area 2 - Adult Learning Culture

Increase the percent of all students above the 40th percentile in ELA from 39% to 45% by 2024, and in math from 35% to 40% by 2024 as measured by MAP.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Implement PD for teachers and classroom walkthroughs.	Increase in student discourse in the classroom	Strong	As evidenced by PD agendas, teachers and instructional staff have received in-person PD on Into Reading, 95 Phonics Core, and Exact Path. In addition, most staff members have attended training outside of the contracted day on 95 Phonics Core. As evidenced by observations, this PD is helping teachers implement.	A staff-wide Instructional Walk is scheduled for November 8, 2023. All staff members will be given the opportunity to observe two classrooms.	Additional training from HMH and 95% Group.

Inquiry Area 3 - Connectedness

Based on the district wide survey results, "Students at this school threaten to hurt other students." 2023 Spring data indicates that 51.91% believe this. The goal for Spring 2024 is to reduce this by at least 15%. We will also use SEL student support teams to positively impact this goal.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Become more efficient and effective with our Student Support Team's response to and prevention of chronic absenteeism.	Provide students with the tools needed to improve social skills and coping strategies.	Strong	As evidenced by our Chronic Absenteeism rate (currently 22%), our incentives, home contacts, and student support team response has greatly improved attendance.	An attendance officer was budgeted for and will begin working with the student support team to target students who are not responding to other interventions.	Funding to be released so that the hiring process for our Attendance Officer can begin.