

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

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

[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: Myrtle Tate Elementary School

Inquiry Area 1 - Student Success

Increase the percent of all students above the 40th percentile in ELA from 38% to 45% by 2025, and in math from 50% to 55% by 2025 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 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>
<p>The Principal and district will provide professional learning on ELA and Math Tier I and Tier II programs. The Read by 3 strategist and K-5 homeroom teachers will collaborate during weekly PLCs using Exact Path, the MAP Learning Continuum and common classroom assessment data to design instruction targeted to students' needs.</p> <p>The Principal will implement a weekly PD model and conduct ongoing training for homeroom teachers in order to meet differentiated instruction training needs.</p> <p>All instructional staff will begin LETRS training to improve their knowledge of the science of reading.</p> <p>Administration and the Read by 3 strategist will conduct monthly walkthroughs using Focal Point to collect data points for Tier I and differentiated instruction to further plan professional development.</p>	<p>If Professional Learning Communities (PLC) focus on providing high-quality Tier I 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 38% to 45% by 2025, and in math from 50% to 55% by 2025 as measured by MAP with Tier I Instruction alignment.</p>	<p>At Risk</p>	<p>Even though extensive time and resources have been put in place for ELA, the schoolwide growth was in the 52nd percentile based on Winter MAP. Even with limited time and resources put in place for Math, the schoolwide growth was in the 77th percentile. It was noted that 3rd, 4th, and 5th Grade had a significant amount more of growth in ELA and Math compared to K, 1st, and 2nd.</p>	<p>The Tier II/III team will meet to adjust groups to provide more seats more students in the primary grade on 2/14/25 with new groups beginning early March.</p>	<p>None at this time. However, there was concern about the impact of budget cuts in 2025-2026.</p>

Inquiry Area 2 - Adult Learning Culture

Increase the percent of all students above the 40th percentile in ELA from 38% to 45% by 2025, and in math from 50% to 55% by 2025 as measured by MAP with Tier I Instruction alignment.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
<p>The Principal and district will provide professional learning on ELA and Math Tier I and Tier II programs. Teachers will be meeting twice a week for PLCs focused on the Teaching Learning Cycle.</p> <p>The Read by 3 strategist and K-5 homeroom teachers will collaborate during weekly PLCs using Exact Path the MAP Learning Continuum and common classroom assessment data to design instruction targeted to students' needs.</p> <p>The Principal will implement a weekly PD model and conduct ongoing training for homeroom teachers in order to meet differentiated and discourse training needs.</p> <p>All instructional staff will begin LETRS training to improve their knowledge of the science of reading.</p> <p>Administration and the Read by 3 strategist will conduct monthly walkthroughs using Focal Point to collect data points for Tier I and differentiated instruction to further plan professional development.</p>	<p>If Professional Learning (PL) focuses on the Science of Reading, 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 38% .</p>	<p>At Risk</p>	<p>Even though teachers completed the first two modules of LETRS, the schoolwide growth in REading was in the 52nd percentile based on Winter MAP.</p>	<p>Continue with LETRS training and increase the implementations of the strategies learned.</p>	<p>The teachers expressed concern regarding the uncompensated time needed to complete asynchronous training.</p>

Inquiry Area 3 - Connectedness

Reduce students identified as chronically absent from 31% in 2024 to 25% in 2025.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
<p>The Student Support Team will review the attendance data weekly, develop caseloads, and provide wrap-around supports accordingly.</p> <p>The Student Support Team will continue to provide wrap around support for all students.</p> <p>The Attendance Officer will complete home visits for students at risk for chronic absenteeism when we are unable to contact by other means.</p> <p>The Parent Teacher Home Visit team will complete home visits using the PTHV model.</p>	<p>If the Student Support Team and teachers increase connectedness with families, then students be more likely to attend school which will cause a decrease in absenteeism.</p>	<p>At Risk</p>	<p>The ADA and Chronic Absenteeism Rate continues to trend negatively despite home visits, teacher contacts, and incentives. It was noted that a lot of time and resources are being devoted to families that continue to be absent despite interventions and supports put in place.</p>	<p>Focus on the students who "at-risk" for being chronically absent for Tier II/III supports.</p>	<p>The team recommended that CCSD requires attendance at "Attendance Matters" for parents of Chronically Absent students.</p>