

Act 2 - Status Check 1 Part of the Plan of Operation

Directions:

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

Note:
The status you enter will automatically update the accompanying cell on the Master Tracker tab.



School Name: Myrtle Tate ES

Inquiry Area 1 - Student Success

Increase the percent of all students proficient in ELA from 29.3% to 40% by 2023, and in math from 30.3% to 40% by 2022 as measured by state summative assessments.

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 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 from others in this room and others outside of this room to be successful in taking action?</i>
Differentiated instruction and student discourse in math and ELA.	If Professional Learning Communities (PLC) focus on 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 in ELA from 29.3% to 40% by 2023, and in math from 30.3% to 40% by 2023 as measured by state summative assessments.	At Risk	Student attendance is key to student success. While the differentiated supports are in place, student absences are affecting student performance. An analysis of growth data verses attendance shows a correleotion between attendance and growth.	Continue to assess student data and align supports with current MAP assessments. Continue to use truancy prevention measures such as TDP and our Student Support Team.	Improved student attendance. While the Student Support Team and teachers have been diligent about contacting absent students, some families do not answer phone calls or the door (during home visits).

Inquiry Area 2 - Adult Learning Culture

Increase the percent of all students proficient in ELA from 29.3% to 40% by 2023, and in math from 30.3% to 40% by 2023 as measured by state summative assessments.

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	The first Instructional Walk was impactful for both teachers and support staff.	The second Instructional Walk (aligned with the CCSD Tier I Instructional Expectations) is scheduled for 2/21/23 and 2/23/23.	None at this time.

Inquiry Area 3 - Connectedness

Increase the amount of individual and small group SEL lessons provided by the Student Support Team (counselor, BoysTown, CIS), by 25%.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Become more efficient and effective with our Student Support Team.	Provide students with the tools needed to improve social skills and coping strategies.	Strong	Having three people on the Student Support Team is necessary to address student needs.	Evaluate caseloads to identify students who can be monitored (rather than intensive support), therefore opening new spots for others in need.	Work with The Harbor and BoysTown to follow up on outside referrals that have not been completed by parents/guardians.