

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

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.

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School Name: Wendell P. Williams ES

Inquiry Area 1 - Student Success

Increase the percentage of K-5 students scoring above the 40th percentile in ELA from 10% (Fall) to 20% (Winter) to 30% Spring by May 2024, as measured by the MAP assessment

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
All students will receive instruction with evidence-based, scientifically researched Tier I Instructional material aligned to the standards.	MAP assessment data, formative assessments, and 95 Core spelling tests will be utilized to monitor student progress.	Strong	Walkthrough data indicates that teachers are implementing HMH with fidelity. Teachers are receiving ongoing professional development and support in the implementation of HMH. Identified students are receiving additional support from the reading center. 95 Core Phonics is in year two of implementation. Teachers are participating in classroom walks, ongoing professional development, and feedback sessions.	Presenters deliver PL on HMH and provide two weeks of plan. Leadership Team will review and analyze responses to determine teacher needs and provide differentiated support for 95 Phonics Core Programs. Leadership Team will review and analyze responses to determine teacher needs and provide differentiated support for 95 Phonics Core Program. Leadership Coach and Admin will provide 95 Phonics Core professional learning for 4th and 5th grade teachers.	

Inquiry Area 2 - Adult Learning Culture

Licensed teachers will use formative and summative assessment data to inform instruction (small group, re-teaching). This will be facilitated through PLCs

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Licensed teachers will use formative and summative assessment data to inform instruction (small group, re-teaching). This will be facilitated through PLCs.	Teachers will utilize small groups using MAP data to determine student Lexile Levels and HMH Rigby-leveled readers to differentiate instruction.	At Risk	The focus has been on Tier I instruction. Teachers are unfamiliar with the HMH curriculum. Teachers need time to investigate the various components that are available online.	Teachers will structure their classroom environments to provide effective small groups. Teachers will choose re-teaching strategies for ELA and Math, determine the process for re-teaching in ELA and Math, and implement re-teaching strategies in ELA and Math. Teachers will utilize consistent structures and resources for re-teaching in math and ELA	

Inquiry Area 3 - Connectedness

Increase the average daily attendance from 50.5% to 70.5%

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Administration, the clerk, and the Community in Schools liaison will collaborate and implement strategies to decrease chronic absenteeism	Administration, the clerk, and the Community in Schools liaison will collaborate and implement strategies to decrease chronic absenteeism. Daily, weekly, and monthly reports will be utilized to track chronic absenteeism as well as Focus Ed data.	Strong	The focus has been on Tier I instruction. Teachers are unfamiliar with the HMH curriculum. Teachers need time to investigate the various components that are available online.	The Community in School liaison's roles has been defined. Chronic absenteeism have been communicated and shared with parents and staff.	