

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

[Directions and Resources for Status Check 2](#)

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

**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: Bailey Elementary School

**Inquiry Area 1 - Student Success**

Students will increase proficiency in math from 24.2% to 30% by 2024 as measured by state summative assessments.  
Students will increase proficiency in reading from 39.6% to 42.3% by 2024, 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 are we learning as we implement our improvement strategies? What challenges with implementation and gaps in performance do we notice?</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>
Grade levels will engage in weekly PLCs in Reading, Writing, and Math. The PLC meetings will be centered around the PLC+ model and will use the BAM to align the daily practice tasks with the intended rigor of the culminating unit assessment. Furthermore, teachers will also meet weekly for Data-Driven Instruction meetings to analyze formative and summative assessment data and form a derailed re-teaching plan. Teachers will identify re-assessment opportunities for students and explicitly teach tools for students to re engage in the content before reassessment opportunities; these will occur outside the teacher-led reteaching opportunities. Teachers will also engage in professional learning about writing, discourse strategies, RTI, and small group instruction.	Grade levels will develop collaboratively planned units of instruction with common formative and summative assessments. Assessments and instruction will align with NVACS. Instructional strategies will embed discourse strategies to support all learners. Grade levels will have time built into their unit plans for reteaching and reassessing students. Students will learn tools to re engage in the content of the lesson and take self-directed steps to change their learning.	Strong	Frequent classroom walks by admin. and the strategist team with the "look fors" tool. Friday PL on components of the Tier 1 materials.	Strategists and the admin.team will attend PLC meetings and sit with the facilitator with staying on-task and student centered in our focus and the work of the PLC. ILT meetings will continue to the PPL around PLC+ to ensure PLC are working as they are intended and the facilitators are ensuring we are meeting our intended outcomes.	Ensure every team has an effective facilitator that keeps the team and the work focused. Conduct co-observations with the PLC look-fors tool with the strategists team. Have follow up meetings to identify trends and needs across the campus. Develop plans to provide additional support to ensure teams are engaging in the work.

**Inquiry Area 2 - Adult Learning Culture**

By the end of 2023-2024, 70% of classroom observations will show evidence of teachers examining the skills and concepts students are expected to know and be able to do; utilizing common formative and summative assessments and learning tasks aligned to the standard(s) at the appropriate level of rigor to inform instruction and monitor students' learning; utilize evidence-based, scientifically researched Tier 1 instructional materials; establish a classroom environment with structured systems, procedures and routines; and purposefully plan instructional design and delivery.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Clear expectations for PLC and DDI meetings with strategists, interventionists, RB3, and administration. Provide licensed staff the opportunity to engage in professional learning so they may refine their planning for instruction.	Teachers will provide purposefully planned and NVACS-aligned Tier 1 whole group instruction. Small-group differentiated instruction will use high-yield resources and materials to address gaps and needs.	Strong	Frequent classroom walks by admin. and the strategist team with the "look fors" tool. Friday PL on components of the Tier 1 materials.	Strategists will support with frequent classroom observations and participate in the feedback cycle. Admin.team will conduct more classroom observations to ensure the work of the PLCs is transferring to the instruction and high quality Tier 1 materials are being implemented as intended.	Time to analyze observational data and to ensure nothing interferes with classroom walks. Staffing concerns.

**Inquiry Area 3 - Connectedness**

By May 2024, provide parents resources to reduce chronic absenteeism from 37% to 30% as measured by the CCSD attendance tracking system. Reduce the number of disruptive and aggressive behavior incidents school-wide from 213 by 15% as measured by Monthly progress monitoring reports on Data Lab and FocusED.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Implement CCSD new attendance monitoring protocols as well as current attendance incentives. Implement an MTSS system of support that includes PBIS, SEL support, partner with BT, and use incentives to reward and reinforce expected behaviors. Connect students and families with resources to address SEL needs and overall wellness.	Reduction in chronic absenteeism, increase in average daily attendance. Reduction in aggressive and disruptive incidents across the school campus.	At Risk	Attendance continues to be a huge concern, we have tied attendance awards, class rewards for attendance, and parent conferences. We also used data from the quarterly reports to identify low attendance dates and distributed Bronco bucks at the gate to encourage attendance on those days. We only saw minimal impact.	Staff attended a Professional learning hosted by CCSD, Ed Neglect information was shared but did not necessarily align with the needs of elementary school students. Worked with the MTSS team to finalize our action steps to address the needs of our students based on the number of absences. Additionally, students were sorted into three groups and prioritized based on number of absences.	More PL in how to implement the District's updated attendance policies. Attendance enforcement support.