

Act 2 - Status Check 1

Directions and Resources for Status Check 1

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

Status Tracker Directions:

← Before completing this tab, follow the directions to set up the Master Sheet.

- 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 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 implementation are we seeing?</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	Implementation of new curriculum in ELA, improving the PLC structure, and providing additional PL for math is supporting our path towards making strides towards this goal.	Strategists and the admin.team will attend PLC meetings and visit 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.

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	Reflecting and eliciting feedback from staff to ensure PLC structures meet their planning needs. Providing and paying for preps, aligning the master schedule to allow collaboration, and allowing the strategists time to push in to all PLC supports our work towards meeting or goal.	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.

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.	Strong	Need some clarification towards the new CCSD attendance policy and how to address excused absences. It is increasingly difficult to address attendance issues and change the adult's behavior and perspectives towards school attendance.	Staff attended a PLUS learning hosted by CCSD. Ed Neglect information was shared but did not necessarily align with the needs of elementary school students.	More PL in how to implement the District's updated attendance policies.