

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.

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School Name: William K. Moore Elementary School

Inquiry Area 1 - Student Success

Increase the percentage of students meeting or exceeding the established growth target of 60th percentile and above in ELA from 40% in spring 2024 to 55% in spring 2025, as measured by the MAP® Growth™ Assessments.

| Improvement Strategies  | Intended Outcomes/Formative Measures   | Status<br><i>Are we implementing the improvement strategy as planned?</i> | Now (Lessons Learned)<br><i>What does our progress monitoring data reveal about progress toward our goal?<br/>What are we learning as we implement our improvement strategies?<br/>What challenges with implementation and gaps in performance are we noticing?</i> | Next (Next Steps)<br><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<br><i>What do we need to be successful in taking action?</i>   |
|---|--|---|---|--|---|
| All students will engage in high-quality standards-based Tier 1 Instruction that is scaffolded to meet all students' instructional needs. | We will observe an increase in students meeting stretch growth in ELA and Math on their MAP Growth assessments in Winter 2024. | Strong  | Our benchmark data on MAP Growth Assessments data shows we are making growth in Math and maintaining the same achievement in ELA. All teachers are utilizing high quality ier I and Tier II materials.  | Administration will continue to provide consistent, clear, and concise feedback to teachers regarding instructional observations and grade level planning during PLCs. | We need to continue modeling effective planning using the NVAC standards and backwards assessment mapping during PLCs and activate all PLC members to engage in this process. |

Inquiry Area 2 - Adult Learning Culture

Increase the percentage of classroom observations where evidence of teacher and student engagement with posted daily learning intentions and success criteria from 50% in Spring 2023 to 100% by Spring 2024.

| Improvement Strategies  | Intended Outcomes/Formative Measures  | Status | Now (Lessons Learned)   | Next (Next Steps)   | Need  |
|---|---|--------|---|---|---|
| Teachers will engage in effective Professional Learning Communities (PLC) to plan standard-based instruction, analyze assessment data, and respond using appropriate instruction for students during Tier I small groups. | Increased understanding of standard-based instruction and the Teaching and Learning Cycle. Effectively using assessments to reassess the students in a timely manner, in order to increase student achievement over time. | Strong | Based on PLC observations, we have seen a significant increase in grade elevls consistently engaging in planning utilizing the backwards assessment mapping strategy. Teachers are engaging in conversations on how to adapt their instruction to make a higher impact on learning. | Teams will utilize the Teacher Clarity Guide to effectively plan during PLCs. | We need to develop all PLC members' capacity in understanding the NVAC Standards in addition to the learning progression (Vertical Alignment) within their standards. |

Inquiry Area 3 - Connectedness

To increase school attendance for all grades K-5 through the efforts of all stakeholders. 2022 -2023 chronic absenteeism was at 41%. 2023-2024 chronic absenteeism was at 36.3%. All stakeholders will play a vital role in increasing school attendance. Each stakeholder (parent, office staff, teacher, and administration) will have a specific role and responsibility to play for the 24-25 school year. The goal for the new school year will be to have our chronic absenteeism down to 30% by the end of the 2nd quarter.

| Improvement Strategies   | Intended Outcomes/Formative Measures                                   | Status  | Now (Lessons Learned)   | Next (Next Steps)   | Need   |
|--|--|---------|---|---|--|
| Utilize the Attendance Roles and Responsibilities chart to ensure clear communication among teachers, parents, office staff, and administration. | Parents and students feel more connected to the community at Moore ES. | At Risk | Our attendance structure utilizing the classroom teacher, Communities in Schools site-coordinator, and office staff is working to increase school attendance overall. However, we have noticed a drop in engagment among all roles to ensure this process remains strong. | Administration will hold an end of third quarter meeting with all team members to discuss roles and responsibilities. | Review expectations for all staff to ensure understanding of procedures in addition to adapting the procedure if the team finds a significant need that is not already outlined. |