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.

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: Priest ES

Inquiry Area 1 - Student Success

By Spring 2024, the percentage of students meeting projected growth in MAP MATH will increase from 47% in spring 2022 to 60% in spring 2024.

Improvement Strategies	Intended Outcomes/Formative Measures	Status *Are we implementing the improvement strategy as planned?*	Now (Lessons Learned) *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...*	Next (Next Steps) *What specific actions do we need to take to address the challenges and performance gaps we've identified? By when? By whom?*	Need *What do we need to be successful in taking action?*
Implement school-wide goal trackers with students for accountability.	After staff understands RIT scores in MAP reports and their connections to concepts and standards, they will be able to plan for student groupings that fit the needs of the students. When teachers understand the RIT scores, students will be able to learn and understand them as well to correlate the understanding to their goal trackers. Staff will be able to track formative assessment data and have meaningful conversations surrounded by real data.	At Risk	We are completing focal point walks and full observations along with many walk-throughs. Upon observations in PLC, real data conversations are not occuring that benefit teachers and students for growth.	We need to develop progress monitoring tools with staff to utilize during PLC to talk about data effectively.	We need time to develop and plan for a proper PLC rollout. to discuss data.

Inquiry Area 2 - Adult Learning Culture

By May 2024, K-5 grade levels will discuss and analyze the Envisions Math Look Fors at least one PLC per month.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Weekly classroom observations and immediate feedback for teachers. Observations in PLCs.	After analysis and discussions of Envisions Look Fors, teachers will be able to demonstrate effective Tier 1 instruction utilizing the Envisions.	Strong	Administration and Strategists are using the look for documents for walkthroughs. Teachers are aware of and have had conversations about the look-for documents in HMH, Envisions and 95 Core. Teacher ownership of the look-fors need to be developed for teacher accountability.	We need to develop calendar to provide 90 minute blocks for PLC and lesson study.	We need a creation of PLC calendar and coverage for teachers to participate in 90 minute blocks for PLC and lesson study.

Inquiry Area 3 - Connectedness

By May 2024, the percentage of students with more than 4 tardies per school year will decrease from 24.8% in the 22-23 school year to 20% in the 22-23 school year.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Truancy Diversion Program and Punctual Pandas Program that builds relationships between administration, counselors, teachers and families to decrease tardiness..	After the positive connections of our school counselors, teachers and our parents, we should see a decrease in tardiness.	At Risk	Our tardy events are steadily climbing. The families with an abundance of tardies are not responding to the positive incentive programs we are offering. Conversations from Truancy Diversion are not making a high impact yet.	We need to send attendance updates to families. We also need to send letters to trending students and continue Truancy Diversion Program. We will need to develop weekly goals for chronic absenteeism/trending grade levels and provide incentives to students who are here at school. We need a weekly attendance team to meet and discuss weekly data and students who are trending chronic.	Transparent communication between families and school in a timely fashion. We need to create an attendance team, a tool to document our incentives and monitoring tool for chronic absenteeism.