

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

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

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

Status Tracker Directions:

- 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: 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 <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 are we noticing?</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>
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.	Strong	Teachers and staff are discussing formative and summative assessments during PLCs. As a school-wide initiative, we are using our math facts campaign to track student math fact fluency. Many students are thriving and passing their math fact steps, however some students are still struggling with passing their math facts. Students are celebrated each month on a consistent basis for their progress.	Our next step is to add in a parent component for a families to engage in discussing their child's math fact fluency.	Add information about our Math Fact Campaign to our family calendar and family messaging that goes home about academic topics to discuss at home

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	Grade level leads now have clear understanding of the expectations of PLC Look Fors, High Level Instructional Strategies and Envision Look For Tool.	Strengthening the components of our Professional Learning Communities in the areas of planning for instruction and analyzing/responding to instruction by using Envision Look Tool and the High Leverage Instruction Strategies.	Continue to lead, model and review PLC expectations according to the PLC observational tool.

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
Tuancy Diversion Program and Attendance Initiatives that build relationships between administration, counselors, teachers and families to decrease tardiness..	After the positive connections and interventions of our school counselors, teachers and our parents, we should see a decrease in tardiness.	Strong	As of January 2024, Tuancy Diversion program has exited 5 students out of the 20 enrolled. There are 3 students pending exit due to almost meeting the criteria of progress. There have been 6 students who have moved and we currently have 5 spots open to add new chronically absent students. For our school-wide attendance initiative, our daily Panda Paws are showing strong progress data and helping us limit our amount of tardies, decrease chronic absenteeism and increase the positive attendance rate in school.	Analyze trend data to determine areas of strengths, weaknesses and opportunities for our attendance initiative to devise a successful strategy for the future. We need to fill the open spots in the Tuancy Diversion Program.	Increase incentives for students attending school on time. Continue to actively communicate trend data with families through DOJO, SOT meetings and Parent Events.