

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:

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

Note:

The status you enter from the drop-down lists will automatically update the accompanying cell on the Master Tracker tab.



School Name:Glen Taylor Elementary

Inquiry Area 1 - Student Success

Decreasing students under the 40th percentile from 31.78 to 27% in math. Decreasing students under the 40th percentile from 32.28 to 29% in reading due to tiered instruction and the following of the teaching and learning model

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>
Solid Tier 1 instruction in core subject areas with the use of teacher clarity for student engagement, scaffolding that will support students with the skills and strategies to increase proficiency in all core subject areas and using the Professional Learning Communities time weekly to unwrap, plan, and evaluate student progress. PLC time will be used to plan enrichment to support achievement/instructional gaps and support reteach strategies with modeling and guided discourse to support mastery of grade level content understanding. (NVACs) Utilizing learning intentions and success criteria to support students as metacognitive learners. The use of consistent Professional Learning Communities to evaluate the teaching and learning cycle for Tier 1 instruction and assessments. Rigorous Tier 1, 2, & 3 instruction that supports all students in subgroups whose data indicates an achievement gap in proficiency in core subject area which is also supported with strong positive teacher relationships and Social Emotional Learning supports. Increasing teacher instructional tools with the use of Notice and Note for reading and writing.	Student proficiency in the area of Math will increase 3% from 57% to 60% and English Language Arts 59% to 62% based on the SBAC and MAPs assessment data will see MAPs growth. The MAPs projected proficiency will help us gauge students' success on SBAC and we will look to follow it by an increase from 48.2% math to 50% and 52.8% to 55% while moving more students from partial understanding to proficient or advanced. Decreasing students under the 40th percentile from 31.78 to 27% in math. Decreasing students under the 40th percentile from 32.28 to 29% in reading due to tiered instruction and the following Tier 1 instruction and the teaching and learning model.	Strong	Using above the 60th percentile as a marker for proficiency, the Winter Math MAP data shows 53% of students were above the 60th percentile compared to 48% students in the Fall semester (a 5 point increase). Similarly in Reading, 52% of students were above the 60th percentile in the Winter semester compared to the 49% students in the Fall semester (a 3 point increase). Projected Proficiency for Math is 61% meeting and 23% partial understanding for math. Projected Proficiency for Reading 55.9% projected proficient and 23.3 partial proficient.	In utilizing the projected proficiency data we will prepare intermediate students for SBAC. Utilizing subgroups and students identified by WIDA were to be provided tutoring to support their language acquisition. Teachers were able to see individual achievement level movement and teachers were asked to identify groups or individual goals and instructional scaffolds needed by students. Teachers to review individual teachers' SLG data to reflect on student progress and plan for the remainder of the school year that directly connect to grade level reading and writing NVACs that directly correlates to MAP content to support student progress. Continue to use new Tier 1 materials with identifying the focal standards to ensure students have had instruction on all ELA NVACs by end of year through PLC planning. Identifying and scaffolding student instruction as data indicates necessity.	SBAC support by AARSI for professional development. Support students SBAC preparation for all intermeidate students to develop students proficiency of grade level standards. Continue PLC with substitute time available to ensure teachers have consistent time to review data and instructionally plan. Time to review individual teachers' SLG data to reflect on student progress and plan for the remainder of the school year that directly connect to grade level reading and writing NVACs. Time to review student data to scaffold and support students where they are to reteach or accelerate students as needed.

Inquiry Area 2 - Adult Learning Culture

In Math 55% of teachers will meet the 50th percentile for median growth by the end of year.
In Reading, currently 60% of teachers will meet the 50th percentile for median growth by the end of year.
Using the MAP Quadrant data there will be an increase of teachers whose students are in the High growth quadrants for reading and math from 50% to 55%.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Create professional development calendars and PLC's that leverage collaboration and data. PLC's will support teachers, grade levels, and individuals with strategies and calibration to support student growth and improve instructional practices and the use of data to create assessment tools for instructional planning and reassessment. The focus of professional learning for teachers will be on school wide goals that use instructional strategies and has been on Notice and Note and Teacher Clarity to engage student learning and support with tiered instruction. Use strategists and administrators to support low growth teachers to provide support and coaching.	Elevate pedagogy and instructional practices and the use of teaching and learning cycle with a focus on data, evaluate rigor for student practice and assessments tools in which students results support reteach, and intervention strategies. Professional Learning Communities (PLC) meetings will support teacher efficacy with teacher surveys and feedback to drive student outcomes and using the MAP Quadrant data there will be an increase of teachers whose students are in the High growth quadrants for reading and math from 50% to 55%.	Strong	In Reading and Math 69.7% of teachers were in the High growth quadrants. The classes in the low growth, low achievement is multigrade self contained classrooms with at least one or more grade levels from this room being in the area due cognitive skills or learner behaviors impeding progress.	Continued focus on instructional practices with teacher clarity and notice and note strategies that keeps students consistent with understanding expectations and developing engaged learners. Continue PLC practices that give teachers time to dig into pedagogy, delvelop its work in their grade level standards and use data to identify groups as needed to ensure students positive academic support and growth.	Continue to provide PLC time and planning time and need substitute support to ensure these times are supportedd for all staff. Teacher leaders have more time, subisitute support for additional training to develop initiatives by grade level in conjunction with administration and strategists during PLC. Additional professional development opportunities to cultivate teacher leaders to mentor others and have teachers be able to observe some of the pedagogy in action with support of classrooms needed.

Inquiry Area 3 - Connectedness					
Reduce the percent of chronically absent students by 3% as measured by Infinite Campus and reported by the Nevada School Performance Framework and FocusED. In Spring 2023 the chronic absenteeism rate was 22% and we will reduce it to 19% for 2024.					
Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
MTSS committee meeting to review data and strategies to work with students and families. Attendance team will incentivize and support attendance contracts with students or parents to support attendance. Administration will attend all attendance concerns to find partnerships to students coming to school. Create classroom and school climate that supports individual students' social emotional learning and engagement to school environment and academics using social emotional learning strategies.	Re-engage and strengthen trust and engage students of all groups but specifically the Black subgroup. This subgroup has the highest discipline incidents, has the highest amount of absenteeism in Focus Ed for a large group and is noted as being less engaged in observations. Dedicated time in the day to support the social-emotional competence and relationship building in class and encourage students to participate and reengage in class even after absences. The goal for the Black subgroup is for the chronic absenteeism rate of 29.6% absenteeism to decrease to 24% for the 2022-23 school year. The year end chronic absenteeism was 18.6% per NSPF and the goal is to decrease to 16% for the entire school average. Reduce black sub group absenteeism from 27% in 2023 to 25% for 2024. Students feel more confident and are willing to take risks to participate and engage in instruction.	Strong	Current Chronic absentism has for chronic students has decreased to 16.9% . The Black African American subgroup chronic absentism have decreased to 24.4% The gap from the total absentism and the Black subgroup is the largest which the difference is 7.5% which we would like to decrease this gap over time. Tiering absentism to support and scaffold this through school wide, classroom. individual support with incentives and supported individual plans as needed. Parent communication also has supported increased outcomes. Use of information from Attendance Works has supported attendance team in this process. Use of parent communication link to easily explain student whereabouts has also provided seamless understanding of student absentism.	Continue to meet with attendance committee to identify students who need further support with tier 2 or 3 supports to disrupt chronic absentism. Continue to include parents with informational meetings to problem solve and develop plans for individuals in the chronic absentism category. Use of continued communication with student and families brings awareness and develops a climate of you will be missed that supports stuents success. Cont. to meet Attendance works check ins for further ideas. Use panorama data to make correlations with attendance as well. To ensure teachers continue to monitor student data to keep students growing with reteaching and or accleration and problem based learning or critical thinking questioning that supports student learning.	Panoramma data to support identification of students struggling with attending and being active and engaged in classroom. Focus on creating individual plans that supports each student as needed. Use of counselor to support individuals and families as needed to decrease chronic absentism. Substitute support that ensures teachers are provided time to participate in planning and PLC and PD days that support teacher growth. Substitute time for teacher leaders to participate in PD that supports group and grade level and department initiatives to further develop their students.