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

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

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: Robert L Forbuss ES

Inquiry Area 1 - Student Success

Increase reading proficiency from 44% to 51% as measured by the spring 2024 MAP Assessment. Increase math proficiency from 42% to 50% as measured by the spring 2024 MAP Assessment.

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 performance are we noticing?*	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?*
Teachers will consistently utilize Tier I materials and provide differentiated Tier 1 instruction by the use of the PLC process of unwrapping standards, creating rigorous tasks and assessments that are aligned to the standards, classroom walk-throughs and feedback sessions.	Teachers will provide differentiated tier 1 instruction with scaffolded supports to increase reading proficiency from 44% to 51% and math proficiency from 42% to 50% as measured by the spring 23-24 MAP Assessment.	At Risk	Our goal was based on data from the spring 22-23 MAP assessments. We learned that the data from the winter MAP assessment 23-24 showed an 9% growth in math, trending towards meeting our Spring 2024 goal of 50% proficiency. In reading, there was growth in proficiency as well, but not as much as in math. In reading from fall to winter, we grew from 42% to 43%, which is working towards our goal of 51% proficiency for our spring MAP data. Our data shows evidence of improvements and consistency in Tier 1 instruction as supported by our PLC process and walkthroughs with feedback sessions. Our goals of 50% in math and 51% in reading will remain the same.	Teachers are continuing to implement enVision math, the Into Reading curriculum, and 95 Core Phonics programs with fidelity. The next steps are for them to continue to provide quality Tier 1 instruction with the program. Teachers will receive professional learning sessions specific to effective strategies for implementation of the programs to meet the needs of the students. Teachers will also participate with their grade levels to conduct Tier 1-focused instructional rounds to gather data and analyze areas of strength, growth, and improvement. Additionally, teachers will receive professional learning focused on differentiated instruction by analyzing assessments to plan for instruction that will best meet the needs of all students during Tier 1. Teachers will also continue to unwrap standards and create rigorous standards-aligned tasks for all students during weekly, collaborative PLCs with each grade level.	In order to be successful, teachers will utilize consistent PLC time to unwrap standards, analyze data, and plan for instruction. Teachers will continue to collaborate with strategists to plan for instruction, model lessons, provide feedback, and analyze data. Teachers will also collaborate with each other to collect data during carved-out monthly time for instructional rounds. The data will be discussed and utilized to plan for professional learning and areas of strength and growth that will be used to plan for instruction in all classrooms.

Inquiry Area 2 - Adult Learning Culture

Increase the percentage of teachers that are utilizing data discussions during the PLC process to 100% and walkthrough observation data will show that in 80% of observations, tasks and instruction will be fully aligned with the standards.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Teachers will attend weekly PLC meetings where they will unwrap standards, align tasks, develop success criteria and learning intentions, discuss formative and summative data that drives instructional practices and synthesize data walk-through information to improve instruction.	Formative assessments that support each standard will allow teachers to monitor student achievement toward mastery	At Risk	Teachers are continuing to attend PLC meetings weekly. Agendas, collaboration, and observation at PLCs show that discussion is centered around data. Data from PLC agendas and observations show that discussions are centered around planning for instruction, evaluating assessments, and analyzing student data. Data was also collected and analyzed from our instructional rounds utilizing FocalPoint. The data provides evidence that teachers are progressing toward our goal of having at least 80% of classroom tasks and instruction fully aligned to the standard being taught, but we need more data.	Classroom teachers will continue to use PLC time to develop learning intentions, success criteria, and unwrap standards to plan for instruction and assessments. Administration will develop a calendar to schedule instructional rounds together utilizing FocalPoint to obtain more task-aligned data.	We need to ensure consistency of use of the PLC tool during planning periods in order to analyze data and assess the implementation and performance of our formative assessments. We need to continue to provide coaching support from district leadership in the literacy department focused on Tier-1 implementation and strategies for effective instruction using the HMH Into Reading curriculum, assessment components, and differentiation.

Inquiry Area 3 - Connectedness

Decrease chronic absenteeism from 27% to 22% as measured by FocusED.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need

January 2024

Develop school incentives and recognition for student attendance	Increase daily student attendance to decrease chronic absenteeism	Strong	Current data shows that our chronic absenteeism has remained decreased to 20%. This is meeting our goal.	The next steps are to continue to monitor chronic absenteeism and implement schoolwide systems, such as check-in-check-out, attendance contracts, parent phone calls and meetings, and the creation of an attendance team to tackle chronic absenteeism through school-wide incentives to encourage students to come to school consistently.	We need staff members to consistently monitor student attendance and communicate with families, as well as a system of rewards and incentives as motivation for students and families to be present at school. We also need to continue to collaborate with creative ideas to encourage students to attend school daily.