

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

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: Lummis Elementary School

Inquiry Area 1 - Student Success

Increase the percent of proficient students in math from 44% (2023) to 54% on the 2023-2024 Math CRT as measured by the state summative assessments.
Increase the percent of students scoring about the 40th percentile in math from 66% Fall 2023 to 69% Winter 2023 to 72% Spring 2024 as measured by the MAP Growth Assessment.

Improvement Strategies	Intended Outcomes/Formative Measures	Status <div>Are we implementing the improvement strategy as planned?</div>	Now (Lessons Learned) <div>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?</div>	Next (Next Steps) <div>What specific actions do we need to take to address the challenges and performance gaps we've identified? By when? By whom?</div>	Need <div>What do we need to be successful in taking action?</div>
Using the District's adopted instructional materials, provide strong Tier I instruction and share learning intentions and success criteria with students.	All teachers will effectively deliver meaningful and rigorous tier 1 instructional strategies and curriculum based on classroom observations, benchmark assessments, quick checks, teacher and student self-reflections, and formative and summative data review.	Strong	Our progress monitoring tool, NWEA, along with MAP Data Conferences that were completed between administration and individual teacher, and again between individual teacher and individual student, are complete. Teachers are aware of all students' RIT scores and have developed plans to meet winter RIT scores.	Specific actions include providing students with strong, reserach-based, standards-aligned Tier I instruction, while following the pacing guide. Lessons should be connected to Learning Intentions and Success Criteria, and referred to throughout the lesson.	To continue to be successful, teachers need to continue referring to the Learning Intentions and Success Criteria daily, and refer to it throughout the lesson. It has been printed large enough to read from the back of the room, or with pictures for non-readers. Administration should be aligning this look for with the NEPF, Standard 4 Indicator 1 during instructional observations.

Inquiry Area 2 - Adult Learning Culture

100% of the teaching staff will participate in Professional Learning Community (PLC) meetings that follow a school plan document aligned to the District's PLC Framework and Plan Guide document in 2023-2024 as measured by completion of the PLC plan document, PLC meeting observations, and Tier I Monitoring Tool classroom walkthroughs.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Provide targeted and specific professional learning opportunities for teachers based on staffing needs and monitor PLC meetings to ensure the Teaching and Learning Cycle is implemented across all grade levels.	Consistent practices will result in increased student proficiency as measured on the CRT.	Strong	The PLC Plan Template is being utilized in PLCs. Teachers have scheduled PLC time, where administration will begin observing, using the PLC Observation Tool.	Specific actions include administrative walk throughs during PLC to observe and provide feedback.	To be successful, teachers need to continue uploading their PLC document into the shared drive for accountability.

Inquiry Area 3 - Connectedness

Increase the percentage of students who are able to regulate their emotions from 44% to 49% from the fall to winter Panorama survey and from 49% to 54% from the winter to spring Panorama survey.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Employ a full time counselor on staff to provide regular lessons, the use of school wide character traits, and professional learning related to SEL for all licensed teachers so that licensed teachers are implementing classroom lessons that incorporate social-emotional learning.	Students will improve upon their ability to regulate their emotions through the use of strategies learned in their classrooms.	At Risk	Our progress monitoring tool, Panorama provide	Specific actions we need to take to address the decline include ensuring that the outliers get immeditation attention for emotional regulation, administration needs to send out counselor's SEL lessons via Morning Announcements, look into IMAGO for SEL lessons teachers can do in the classroom, and generate parent support.	To be successful, our counselor will continue his role at Lummis shortly. Needed from teachers is the continued scheduling of counselor lessons, which also tie in to the health standads, and additional SEL lessons through videos.