

Act 2 - Status Check 1 Part of the Plan of Operation

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 will automatically update the accompanying cell on the Master Tracker tab.



School Name: Quannah McCall ES

Inquiry Area 1 - Student Success

50% of students (K-5) will meet/exceed growth projections in ELA and Math on the winter 2022-23 MAP Growth Assessment over fall baseline. 80% of students (K-5) will meet/exceed growth projections in ELA and Math on the spring 2022-23 MAP Growth Assessment over fall baseline.

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 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 from others in this room and others outside of this room to be successful in taking action?</i>
Provide professional learning opportunities in purposeful planning within the NVACS. PLC's will include regular data review to guide instructional decision-making with administration guidance	By the end of the 2022-2023 school year, all observed Tier 1 instruction will include clearly defined daily outcomes for performance aligned with NVACS and opportunities for student discourse to ensure all students are able to explain their learning as measured by monthly progress monitoring, observations, and MAP Growth Assessment benchmarks.	At Risk	Weekly PLC's with Administration, documented with PLC forms. Vertical alignment collaboration. Goal setting with students. Analyze monthly checkpoints for Special Education Students. We met our school goal of 50% of students meeting or exceeding growth projections according to Winter MAP.	Teachers and stategists will utilize data to adjust small group instruction after formative and summative assessments. Institute more groups for after-school tutoring.	Staff willing to tutor after school. Funding to pay staff to stay after school for tutoring.

Inquiry Area 2 - Adult Learning Culture

By the end of the 2022-2023 school year, 100% of lesson plans will show evidence of differentiation as measured by lesson plan reviews.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Develop and implement a plan to provide professional development for all teachers in aligning Standards to Tier I ELA and Math planning and instruction.	By mid-year, 100% of teachers will participate in at least one professional development opportunity to improve Standards-based planning for Tier I instruction. By the end of the year, 100 % of teachers will participate in at least two professional development opportunities to improve Standards-based planning for Tier I instruction.	Strong	Small group instruction in Tier 1 on Professional Development in-service day, November 8, 2022. Teachers participated in Envisions professional development during Staff Development day virtually.	Teachers, strategists, and instructional assistants will continue to implement strategies discussed for small group instruction. Lesson plans will be continuously monitored by administrators for differentiation.	Time to implement, assist individual staff members who request support in implementation.

Improvement Strategies

90% of students in grades 3-5 will report they believe that they are cared about and understood by the people in their school and feel a sense of belonging as reported by the Leader In Me MRA Spring Survey.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Students will be given leadership opportunities based on personal interests and talents within the framework of Leader In Me.	90% of students in grades 3-5 will engage in leadership opportunities throughout the school community to increase positive self image and overall school engagement.	Strong	Students have leadership opportunities during morning ceremony, Student Store, students reading at lunchtimes, and classroom "job" positions have been implemented in all classrooms. We need to have another method of analyzing engagement and connectedness by students.	School Counselor and School Social Worker will analyze the results of the Panorama survey for those students who participated. School Counselor and School Social Worker will share the data so that all staff can act on the results to ensure all students feel engaged and connected.	Add Panorama as a measure to achieve our intended outcome.