

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: Quannah McCall Elementary School

Inquiry Area 1 - Student Success

School Goal: Increase the percent of all students projected to be above the 41st percentile in mathematics from 29.6% (Spring 2023) to 50% by Spring 2024, as measured by MAP growth assessments.

Increase the percent of all students projected to be above the 41st percentile in ELA from 34.3% (Spring 2023) to 50% by 2024 as measured by MAP Growth assessments.

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 you 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>
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 2023-2024 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.	Strong	All classroom teachers participated in 6 coaching sessions with 95 Phonics for the improvement of Tier 1 phonics instruction. All students are utilizing the Exact Path program. All classroom teachers participate in weekly PLC meetings to evaluate learning and purposely plan instruction.	Continue to refine processes and procedures to improve the overall planning.	N/A
Provide evidence-based Tier II instruction to reduce the academic deficiencies and learning gaps for identified students based on data.	Through consistent, evidence-based instruction and intervention, students will acquire the skills necessary to access grade-level, Tier I instruction in the area of English Language Arts.	Strong	Winter MAP benchmark data and progress monitoring through FastBridge of student goals were analyzed and Tier II groups were readjusted accordingly. New to Country students were provided with Lexia English.	Continue to provide Tier II instruction/interventions with progress monitoring at regular intervals to determine the effectiveness and need to adjust groupings or change goals. Math interventions were purchased and will be implemented following Professional Development.	Professional Development for new intervention kits in Math.

Inquiry Area 2 - Adult Learning Culture

By the end of the 2023-2024 school year, 100% of lesson plans will show evidence of differentiation as measured by lesson plan reviews. Differentiation will be based on data to create flexible small groups and will be reviewed during weekly PLCs.

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. Professional development will concentrate on incorporating ExactPath and the new reading curriculum to target standards strategically.	Strong	All classroom teachers participated in 6 coaching sessions with 95 Phonics for the improvement of Tier 1 phonics instruction. All students are utilizing the Exact Path program.	Math PD will be offered outside of contract time by a strategist to improve Math planning and instruction	N/A
Analyze student performance data to plan to respond to all students' learning needs and inform Tier II instructional decisions.	Teachers will provide strong Tier II instruction and intervention to identified students and increase student achievement in English Language Arts.	Strong	Winter MAP benchmark data and progress monitoring through FastBridge of student goals were analyzed and Tier II groups were readjusted accordingly. New to Country students were provided with Lexia English.	Continue to provide Tier II instruction/interventions with progress monitoring at regular intervals to determine the effectiveness and need to adjust groupings or change goals. Math interventions were purchased and will be implemented following Professional Development.	Professional Development for new intervention kits in Math.

Inquiry Area 3 - Connectedness

McCall ES will increase the percentage of students in grades 3-5 who report they believe that they are cared about and understood by the people in their school and feel a sense of belonging from 89% to 95% as reported by the 2024 Panorama 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	95% 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	All students in grades 3-5 participate in leadership opportunities within their classroom and many participate in additional opportunities throughout campus through Junior Lighthouse membership. In addition students in Grades K-2 have started to participate in leadership opportunities.	Continue offering opportunities to all grades as appropriate.	N/A