

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: Walter Long Elementary School

Inquiry Area 1 - Student Success

School Goal: Increase ELA proficiency from 30.9% (2022-2023) to 40% (2023-2024) as noted on the SBAC.
Increase Math proficiency from 16.7% (2022-2023) to 27% (2023-2024) as noted on the SBAC.

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 implementation are we seeing?</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>
Improvement Strategy ELA: Implement systematic and explicit daily phonemic awareness processes K-5. Implement systematic and explicit daily phonics instruction in K-5. Continue tier 1 explicit fluency, comprehension, and vocabulary development daily K-5 with new curriculum.	Intended Outcomes ELA: If teachers are trained on systematic and explicit phonemic awareness strategies and phonics strategies for instruction through LETRS professional learning sessions, phonemic awareness and phonics materials, and peer coaching sessions, then students will increase their reading abilities as documented by students shifting from 30.9% to 40% proficiency on the SBAC. Students will shift from 46% MAP Reading Growth to 56% MAP reading	Strong	Teachers continue to complete their LETRS training, including teachers new to the school and new to teaching. Teachers are utilizing the 95 CORE curriculum to teach phonemic awareness and phonics materials. All teachers have received professional learning with an implementation manager from 95 Percent Group who was able to answer their grade level specific questions and give guidance for following the program. Additionally, 4th and 5th grade teachers were able to see a modeled lesson and debrief with the implementation manager. Although the results are not yet reflected on our progress monitoring, our teachers are feeling more confident in their	2nd and 3rd grade teachers will have a similar opportunity to watch a modeled lesson from an implementation manager from the 95 Percent Group as well as time to debrief the observation. The following day they will have a whisper coaching session where the implementation managers will co-teach a lesson with them. The day after that the implementation managers will observe the 2nd and 3rd grade teachers and debrief with them.	We will need substitute teachers for three days to be able to support the 2nd and 3rd grade teachers in this way.
Improvement Strategy Math: Continue Rocket Math with fidelity school-wide to increase math fact automaticity. Incorporate quality tier 1 instruction K-5 with new curriculum.	Intended Outcomes Math: If teachers continue the systematic and daily Rocket Math procedures with students, then students will gain fluency with math facts so that they can focus more on the mathematical processes needed for deeper learning. Kindergarten students will attain 80% fluency with addition facts, first and second Grade students will attain 80% fluency with addition and subtraction facts, third grade students will attain 80% fluency with addition, subtraction, and multiplication facts, fourth and fifth grade students will attain 80% fluency with addition, subtraction, multiplication, and division facts by March 2024. If teachers are trained on quality tier one instruction through professional learning sessions and peer coaching sessions, then students will increase their mathematical abilities. Students will shift from 47% MAP growth to 57% MAP Math growth by March 2024. Students will shift as follows on the formative STAR math assessments: 1st from .94 to 2.0, 2nd from 2.11 to 3.0, 3rd from 2.44 to 4.0, 4th from 3.6 to 5.0, and 5th from 4 to 6.0 by March 2024.	Strong	Fall '23 to Winter '24 MAP Math Growth is at the 62nd percentile. We are on track to make more than 57% growth in March. Students will shift as follows on the formative STAR math assessments: 1st from 1.7 to 2.0, 2nd from 2.2 to 3.0, 3rd from 3.0 to 4.0, 4th from 4.0 to 5.0 and 5th from 4.1 to 6.0 by March 2024. While teachers are focused less on Rocket Math this year, they have focused more on a combination of Rocket Math and Number Talks to build fluency and number sense. Teachers have spent the first semester purposefully planning the enVisions curriculum to match the needs of their students as well as the grade level standards.	We will be focusing on Edumentum's online program Exact Path, which is a one-on-one digital platform. Students are to use it 2 times per week for 20 minutes at a time for math. Teachers will meet with an implementation manager from Exact Path for a 45 minute professional learning, focused on each grade levels questions.	Teachers will need time to explore the program after the professional learning, either during their prep or before/after school.

Inquiry Area 2 - Adult Learning Culture

School Goal: By March 2024, teachers will have increased their grade level content knowledge and best practices for instruction and student engagement of that content knowledge by 20% as indicated on pre and post professional learning assessments. In addition, 80% of classroom observations will show evidence of grade-level specific best practices as measured by classroom walkthrough fidelity data and tier 1 instruction. By March 2024, teachers will have participated at least once a week in PLCs that include standards trajectory focus and data discussions that move students forward as indicated by PLC minutes and grade level standards trajectory uploads on the shared drive.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
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<p>Improvement Strategy: Implement Revised Peer Coaching Professional Learning Customized to Grade Level Content Needs with the new curriculum (95 Core, HMH Reading, enVisions, Amplify); LETRS professional learning and implementation; PLCs focused on standards trajectories and data discussions that move students forward.</p>	<p>Intended Outcomes: If teachers have meaningful professional learning sessions and application of those learning sessions directly implemented in their classrooms with feedback from peers and others, and if those professional learning sessions are tailored to our school wide goals and their grade level content needs, then their teaching craft will increase as well as their content understanding and best teacher practices of that content understanding will increase. This in turn will assist students in shifting their academic progression in a positive direction. If teachers have productive PLCs that provide deeper understanding of standards trajectories as well as data discussions that move students forward, teachers will have a clearer pathway to high impact teaching and learning structures, and students will make academic gains.</p>	<p>Strong</p>	<p>Teachers have attended professional learning sessions on LETRS (the science of reading), 95 CORE implementation strategies, HMH Vocabulary and 3-step reading, as well as purposeful planning with enVisions math. Weekly PLCs focused on enVisions math for semester one and HMH for semester two. The leadership team, along with district leadership and grade level chairs have done walkthroughs to give feedback to both the individual teachers and the leadership team in planning future professional learning sessions.</p>	<p>Teachers still need support in Exact Path, HMH writing and how to integrate it throughout the day, Writeable, 95 CORE's Phonics Lesson Library, HMH Rigby Readers, and small-group reading/centers.</p>	<p>In order to support teachers' professional learning needs, we will need guest teachers to cover their classes for PL and peer observations, time with the implementation managers and time to collaborate as grade levels.</p>
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Inquiry Area 3 - Connectedness

School Goal: Increase the percent of students who indicate the ability to practice emotional regulation on the Panorama survey from 38 % in fall 2023 to 45% in spring 2024 as measured by the Panorama Education Survey.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
<p>Improvement Strategy: Students will improve their emotional regulation through explicit SEL instruction daily for the first three-six weeks of school and at least one meet up each week thereafter using ReThink. Students with high needs will receive one-on-one or small groups sessions with counselor, CIS coordinator, behavior specialist, HAZEL Health, and/or Miracle Minds. Students will have explicit SEL instruction for emotional regulation during their extra prep time from August through December.</p>	<p>Improvement Outcomes: If students are given structures, processes, and strategies to self regulate, then students will increase their ability for emotional regulation. As students are able to regulate their emotions, they will be more ready to focus on academics.</p>	<p>Strong</p>	<p>Behavior write ups have decreased 47% over the last two years. Emotional regulation as reported on the Panorama survey was up 2 % from fall to winter. 58 students have been referred to Miracle Minds for counseling, 19 have been scheduled for counseling sessions. Communities in Schools works with 6 students weekly on attendance and behavior goals, 15 community referrals have been made for families in need of additional support.</p>	<p>Teachers require training and support to implement the Boys Town Well-Managed Schools curriculum in their classrooms and around the school campus. The Multidisciplinary Leadership Team received administrative training from Boys Town and will be sharing that with teachers throughout the next few months.</p>	<p>In order to support teachers' professional learning needs, we will need guest teachers to cover their classes for PL and peer observations, time with the implementation managers and time to collaborate as grade levels.</p>