

Act 2 - Status Check 1

**\*\*Only type in the yellow cells.\*\***

[Directions and Resources for Status Check 1](#)

**Status Tracker Directions:**

← Before completing this tab, follow the directions to set up the Master Sheet.

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

**Note:**

The status you enter from the drop-down lists will automatically update the accompanying cell on the Master Tracker tab.



2. Identify specific **Lessons Learned (Now)**, **Next Steps**, and **Needs**

School Name: Walter V. Long Elementary School

**Inquiry Area 1 - Student Success**

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. (As of Jul 8, 2024 summative data is not available yet, we update the goal to include the most recent baseline data once 2023-2024 data is released)

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 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 to be successful in taking action?</i>
<p>(MRI #2) 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 the new curriculum.</p>	<p>Intended Outcomes/Formative Measures: 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 44% MAP Reading growth to 54% MAP reading growth on formative MAP Reading assessments by March 2025. Students will shift as follows on the formative STAR reading assessments: 2nd from 1.21 to 3.0, 3rd from 2.24 to 4.0, 4th from 2.74 to 5.0, and 5th from 3.78 to 6.0 by March 2024.</p>	<p>Strong</p>	<p>Our school-wide MAP reading growth achieved our end of the year goal of 54% growth in Fall '2024! We are pleased with the progress we made in achieving our goal and know that we have much more to do. As we implement our improvement strategies we know that we have to take a multi-pronged approach, honoring the work teachers who remained from last school year began, the work that our teachers who joined us from other CCSD schools began last year at their schools as well as the knowledge (and enthusiasm) our brand new and pre-licensed teachers bring to the professional learning we are providing. We can not provide a single PL session to all of our teachers, we must differentiate for them as we ask them to do for our students. Star reading assessments average .5 in 1st grade, 1.2 in 2nd grade, 2.4 in 3rd grade, 3 in 4th grade, and 3.9 in 5th grade.</p>	<p>In the next quarter we must continue to provide LETRs training for those 5 teachers in year 2 of LETRs implementation. Additionally we will utilize our 95 Percent trainer to develop differentiated training for the teachers in year 3, 2 and 1 of implementation. For our HMH trainings we are differentiating between teachers in year 2 and year 1 of development for Vocabulary and 3-step Reading utilizing our HMH representative, as well as weaving in HMH writing for all grade-levels.</p>	<p>We will need guest teachers to allow our year 1 implementation teachers time to observe their peers, as well as time for our year 1, 2 and 3 teachers to meet with the implementation managers for 95 and HMH.</p>
<p>(MRI #2) Improvement Strategy Math: Continue Rocket Math with fidelity school-wide for an increase in math fact automaticity. Incorporate quality tier 1 instruction K-5 with new curriculum.</p>	<p>Intended Outcomes/Formative Measures: 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 52% MAP growth to 62% MAP Math growth by March 2025. Students will shift as follows on the formative STAR math assessments: 2nd from 2.01 to 3.0, 3rd from 2.57 to 4.0, 4th from 3.64 to 5.0, and 5th from 4.18 to 6.0 by March 2024.</p>	<p>Strong</p>	<p>Our school-wide MAP math growth is only at 47% for Fall 2024. We know that there is work to do. Our teachers have requested support in how to scaffold vs. support students in the discrepancy between what they know and need to know for grade-level curriculum. With the number of new to our school staff-members that we have we have done a number of trainings and support for how to implement Rocket Math. Teachers have observed one another implementing Rocket Math and are starting to see growth in students from beginning of the year Rocket Math assessments. Star math assessments average .7 in 1st grade, 1.6 in 2nd grade, 2.6 in 3rd grade, 3.6 in 4th grade, and 3.8 in 5th grade.</p>	<p>In the next quarter we must continue to provide differentiated math trainings and peer coaching opportunities to all teachers. Teachers are asking for support in how to scaffold vs. support students in the discrepancy between grade-level curriculum and what they are bringing to class. We are also focusing on following the district-provided pacing guides in order to close gaps in each grade-level moving forward</p>	<p>We need guest teachers to cover the classrooms of teachers in various stages of enVisions/Rocket Math implementation to allow them to observe their peers utilizing scaffolding strategies, as well as time to plan as a grade-level to ensure that they will teach all units of math before the end of the school year.</p>

**Inquiry Area 2 - Adult Learning Culture**

School Goal: By March 2025, 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 2025, 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
MRI #2 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. (MRI #4)	Intended Outcomes/Formative Measures: 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 a 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.	Strong	PLCs are going well in most grade-levels. Teachers are focused on having purposeful conversations about what they are going to teach and why, choosing effective engagement strategies to allow students to get the most out of each lesson. Teachers have requested support to watch the format of 95 core lessons, particularly new teachers and we have been able to utilize guest teachers and coaches to observe and model lessons.	We need to continue to encourage PLC conversations focused on how students will interact with the standards and ensuring that activities chosen are focused on the learning intentions and success criteria set forth by the district. For the grade-levels already participating in these conversations we need to support them in utilizing data to make the next set of decisions for what to teach and how to teach it.	We will need guest teachers to cover classes so that teachers are able to observe one another putting into place the things we discuss at PLC. Teachers need time to purposefully plan outside of PLC (it just isn't long enough). We need time with our implementation managers for 95 Core and HMH as well as with district support for enVisions best practices.

**Inquiry Area 3 - Connectedness**

School Goal: Increase the percent of students who indicate the ability to practice emotional regulation on the Panorama survey from 33% in Spring 2024 to 43% in Spring 2025 as measured by the Panorama Education Survey.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
MRI #2 - 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 Panorama lessons, BoysTown skill-streaming, and/or other SEL lessons. Students with high needs will receive one-on-one or small groups sessions with counselor, CIS coordinator, behavior specialist, HAZEL Health, and/or UCF. Students will have explicit SEL instruction for emotional regulation during their extra prep time from August through December.	Intended Outcomes/Formative Measures: 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.	Strong	We are blessed with a fully-staffed SEL team for the first time in a long time. This means that we need to have really good communication as a team to ensure that we are not overlapping on one-on-one services. We are meeting every 2 weeks to discuss caseloads and ensure that we are utilizing all of our supports well.	43% of students in grades 3-5 responded positively about their ability to regulate their emotions. The greatest change in the area of emotional regulation was students ability to control their emotions when they need to. Our Tier 1 instruction in emotional regulation seems to be making a strong impact. However the grade-level that showed the least ability to regulate their emotions was 5th grade with only 34% of students responding favorably.	We will need to put a heavier focus on Tier 1 instruction in the 5th grade, specifically on the area of emotional regulation. Teachers have SEL time on their schedule but may need support with what to teach during that time. We will need time and guest teachers to be able to meet with the 5th grade team and train them on using Rethink videos and Panorama lessons in their classrooms.