

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: Keller Elementary School - 1/3/23

Inquiry Area 1 - Student Success

Increase the percent of students meeting their adequate growth percentile (AGP) in ELA from 46.1% in 2022 to 50% by 2023 and the AGP in Math from 50.4% in 2022 to 55% by 2023 as measured by the 2023 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 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>
Teachers will use research based instructional materials when providing Tier I and Tier II instruction in ELA and Math.	Students will meet and/or exceed projected growth in Reading and Math from Fall to Spring as measured by the Spring 23' MAP Growth Assessment.	At Risk	Winter MAP Growth data shows that students are not making as much growth as intended. During PLC meetings data was discussed and it was determined that Tier II small group instruction is inconsistent in grades 2nd - 5th.	Tier II small group guided reading instruction will be closely monitored through admin observation data. Additional support will be provided during coaching cycles and staff development time. PLCs will continue to discuss ways of improving Tier I and II instruction.	Admin need to make more frequent unscheduled observation visits to monitor Tier I and Tier II reading instruction. Strategists need to provide novice teachers with additional coaching cycle support.
The Title 1 Math Learning Strategist will provide extra support to students in grades 2-5 who scored between the 21st and 40th percentiles in Math on the MAP Growth Assessment. In addition, K-5 classroom teachers will work with students who scored below the 21st percentile in Math on the MAP Growth Assessment during daily Math intervention time.	Students working with the math strategist will receive an extra 30 minutes a day of math instruction. These students will show larger than average growth as measured by the Spring MAP Growth assessment. In addition, students working with classroom teachers during daily intervention time will meet and/or exceed projected growth as measured by the Spring MAP Growth Assessment	Strong	Winter MAP Growth Data shows that students are making growth in math. Discussions during PLC meetings indicate that instruction with the math strategist makes a significant and positive difference with student understanding of math concepts.	Students will continue to attend small group math instruction with the math strategist to increase their understanding of math concepts.	Testing schedules need to be carefully created as to not impede on the math strategist schedule so students can receive consistent small group instruction.

Inquiry Area 2 - Adult Learning Culture

Increase the percentage of staff that feel they have an opportunity to participate in decision-making that affects school practices from 76% to 90% as measured by the December 2022 Districtwide climate survey.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
School leadership (Admin) will provide staff with professional learning on effective PLC structures.	Teachers will have opportunities to participate in decision-making that affects school practices	Strong	The PLC+ model is being implemented effectively in most grade levels. 4th and 5th grade PLC teams are implementing the PLC+ model with fidelity and recognize that the new model positively impacts their teaching as well as student outcomes. However, some grade levels need additional support.	Admin will closely monitor the implementation of the PLC+ model in all grades by attending weekly PLC+ meetings and planning meetings. 4th and 5th grade will continue their implementation learning of the PLC+ model so that they can also provide support to other grade level teams.	Additional time is needed for planning. This is a current barrier. Teachers are paid for the time before or after school as well as prep times; however, more time is needed.
Staff will have an opportunity to attend professional learning at the Kagan Winter Academy and Get Your Teach On conferences.	Teachers will implement instructional strategies and knowledge gained from attending professional learning conferences	Strong	All licensed staff were provided an opportunity to sign up and attend Kagan Winter Academy (Feb 23') and Get Your Teach On (Jan 23') conferences. However, because both conferences are on holiday weekends, not as many staff members signed up as originally hoped for. The teachers that will attend the conferences are looking forward to attending and will implement the strategies that they learn.	Admin will meet with the teachers that attend the conferences afterwards to discuss what was learned and what will be implemented in the classroom to improve student learning. Staff will be given an opportunity via a survey to indicate what they need in the way of professional learning for the upcoming staff development day on January 23, 2023.	Teachers need additional professional learning and the time to do it. The month of June is designated for summer school for students; however, this time could also be used for additional professional learning for teachers.

Increase the percentage of students feeling connected to the school from 63% in fall 2022 to 70% as measured by the spring 2023 Panorama Survey.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
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<p>Implement a Student Council program to promote student voice and school involvement.</p>	<p>Students who participate in student council will develop leadership skills and feel more connected to the school and promote student participation in school wide activities to increase overall student sense of belonging at the school.</p>	<p>Strong</p>	<p>Student council elections were completed in November and the first meeting was held in December 22'. There are 21 students from grades 3-5 on the student council team.</p>	<p>Student Council meetings will be held twice a month.</p>	<p>The teacher advisors for student council need to plan and be prepared for each meeting held twice a month so meetings are productive and impactful for student participation.</p>
<p>Implement After School All Stars program which includes one hour of academic support and one hour of various extracurricular activities.</p>	<p>Students in grades 1-5, who participate in the After School All Stars program will receive one hour (4) days a week of extra instruction and support in ELA and Math. Students will also participate in one hour (4) days a week of a desired club and/or activity pertaining to students' interests. In addition, students who participate in the after school program will have a greater feeling of being connected to the school community as measured by the Panorama survey.</p>	<p>Strong</p>	<p>The first semester of After School All Stars was successful. Over 150 students participated in this program. Academic support was provided to students by grouping students by grade level for the first hour.</p>	<p>Students will receive more targeted support during academic hour to further their learning in math and reading.</p>	<p>After School All Star (ASAS) teachers need to be purposeful in their planning and facilitation of academic support to students during the academic hour of the program. This will be addressed during the second semester (ASAS) meeting prior to the beginning of the second semester program.</p>