

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: Quannah McCall Elementary School

Inquiry Area 1 - Student Success

Increase the percentage of all students projected to be above the 41st percentile in mathematics from 42% (Spring 2024) to 60% by Spring 2025, as measured by MAP growth assessments.

Increase the percent of all students projected to be above the 41st percentile in ELA from 32% (Spring 2024) to 60% by 2024 as measured by MAP Growth assessments.

60% of all students (K-5) will meet/exceed growth projections in ELA and Math on the winter 2024-25 MAP Growth Assessment over the fall baseline. 80% of students (K-5) will meet/exceed growth projections in ELA and Math on the spring 2024-25 MAP Growth Assessment over the 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 are we learning as we implement our improvement strategies? What challenges with implementation and gaps in</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. To increase the performance of English language learners (ELL) in language proficiency and content achievement, staff will Analyze WIDA Data and implement best practices. Newcomers will be supported through additional strategies provided through Understanding Language Development (ULD) professional development..	By the end of the 2024-2025 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	Site-Based grade-level PLC meeting are taking place weekly. In addition, grade-level collaboration is taking place once per week at minimum.	Frequent student assessment of learning specific skills necessary to access curriculum.	Additional time.

Inquiry Area 2 - Adult Learning Culture

By the end of the 2024-2025 school year, 100% of lesson plans will show evidence of differentiation as measured by lesson plan reviews. Differentiation will be based on data, small groups will be flexible 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 based on observation and feedback.	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	All instructional staff have participated in at least one LETRS training and or professional development opportunity in th Social Studies curriculum as of 9/16/2024. All instructional staff have a commpn lesson planning tool with explicit instructions for content.	Evidence of purposeful planning and tracking of effectiveness through student outcomes.	Additional Time

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 84% to 95% as reported by the Panorama Spring Survey.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
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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 have classrom jobs and are able to apply for leadership positions throughout the campus	Implement all leadership opportunities.	Additional time to determine the effectiveness.