

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:

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
2. 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: Wayne Tanaka ES

Inquiry Area 1 - Student Success

Increase the percent of students in grades K-3 scoring above the 60th percentile in ELA from 41% (Fall of 2023) to 46% (winter of 2023-2024 +5%) to 51% (spring of 2024 +10%) and math from 38% (spring of 2023 +5%) to 43% (winter of 2023-2024 +5%) to 48% (spring of 2024 +10%).

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>
Provide formative and summative assessments that are aligned to ELA and math standards.	Ensuring that students are taught to the depth of the learning targets.	Strong	Teachers are actively meeting in PLCs to align all formative and summative assessments. Teachers are aligning the assessments to the rigor of the standards. We are at the beginning stages of this but are headed in the right direction with common Tier 1 curriculum and PLC planning documents.	Teachers and the leadership team will continue to meet in PLCs to align assessment opportunities with the rigor of the standards. Teachers will continue to identify the learning targets, success criteria, and the learning progressions of the standards to ensure all students are taught to the depth of the standards.	The staff continues to need more time to collaborate as PLCs. They also need time to attend professional learning on the newly adopted ELA materials (HMH and Core 95 Phonics) with a focus on backwards planning (starting with the assessment).
Increase student access to quality tier 1 ELA and math instruction.	Students will master the standards using rigorous tasks.	Strong	All teachers have access to highly aligned Tier 1 ELA and math curriculum (Envisions, HMH Into Reading, Core 95 Phonics, and Amplify Science). Teacher meet weekly in PLCs to collaborate and ensure all students have access to those materials.	Teachers will use the performance tasks that are aligned to the Tier 1 highly aligned curriculum to assess if students have mastered the standards. These rigorous tasks will ensure that students are being taught to the depth of the standards.	The staff continues to need time to attend professional learning on the newly adopted ELA materials (HMH and Core 95 Phonics). The staff needs to meet as PLCs to align tasks to the standards.

Inquiry Area 2 - Adult Learning Culture

Increase the number of K-5 classrooms engaged in rigorous tasks and use of complex text to 80% during core instructional times by May 2024 measured by classroom walk-throughs and observations.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Regular PLC meetings with a focus on purposeful planning (identifying learning intentions and success criteria)	Improve tier 1 instruction and student learning	Strong	The staff is utilizing the Internalization guides during PLCs to purposefully plan ELA and Math lessons.	The next step is for teachers to continue to purposefully planning their modules/units by backwards planning. They will then begin collecting data and analyzing it as a team to identify next steps in their small group instruction.	The staff continues to need more time to collaborate as PLCs. They also need to attend professional learning on how to implement PLCs and how to be an active participate of a PLC.
Monitor the implementation of the rigor of instruction in classrooms	Improve tier 1 instruction and student learning	Strong	The leadership team will continue to use the "look for" documents during instructional walks to identify the components of the Tier 1 programs being implemented. This data will help identify the rigor of instruction taking place.	The next step is for teams to begin planning with the performance task as the starting point. The ultimate goal is for students to master the standards using rigorous tasks.	The staff continues to need more time to collaborate as PLCs. They also need to attend professional learning on complex text and rigorous tasks.

Inquiry Area 3 - Connectedness

Decrease the percentage of students struggling to regulate their emotions from 55 to 50% as measured by the Panorama student survey by May 2024.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Counselor will pull small groups of students (based on Panorama survey) with a focus on regulation of emotions.	Students can regulate emotions when dealt with difficult situations.	Strong	The counselor pulled the Panorama survey. The survey helped identify students that need targeted support in small group instruction.	The counselors need the time to pull small groups.	The counselors need the time to pull small groups.

Teachers will become more proficient with MTSS resources (Restorative Circles) in order to facilitate discourse around regulation of emotions.	Students can regulate emotions when faced with difficult situations.	Strong	Some teachers are using resorative circles in their classrooms to discuss regulation of emotions.	A restorative practices implementation team will be created. The team will participate in a book study and create a vision for the future of the school. The counselors will model restorative circles in all classrooms. They will focus on emotional regulation lessons during the restorative circle.	We need to meet as a staff to share the Panorama data. We need time to create an implementation team. We need to purchase The Restorative Practice Handbook For Teachers, Disciplinarians, and Administrators. The team will create a vision for our school's future.
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