

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: Tom Williams ES

Inquiry Area 1 - Student Success

Original Goal: Students will increase proficiency in math from 13% to 23% by 2022 as measured by state summative assessments.

Students will increase proficiency in reading from 29.7% to 39.7% by 2022 as measures by state summative assessments

Updated Goal:

Increase the percent of all students scoring above the 61st percentile in Math from 11% (fall) to 14% (winter) to 20% (spring) and (AB 219 Attainable quantitative goal) EL students from 4% (fall) to 7% (winter) to 12% (spring) as measured by MAP Growth Assessment. Therefore increasing all students' SBAC proficiency in Math from 13% to 18% and (AB 219 Attainable quantitative goal) EL students' SBAC proficiency in Math from 6.0% in 2022 to 11.0% in 2023.

Increase the percent of all students scoring above the 61st percentile in ELA from 17% (fall) to 20% (winter) to 25% (spring) and (AB 219 Attainable quantitative goal) EL students from 8% (fall) to 8% (winter) to 13% (spring) by 2023 as measured by MAP Growth Assessment. Therefore increasing all students' SBAC proficiency in ELA from 24.5% to 29.5% and (AB 219 Attainable quantitative goal) EL students from 11.3% in 2022 to 16.3% by May 2023.

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>
Provide all students with rigorous Tier 1 instructions aligned to NVAC standards.	Student SBAC score will increase.	At Risk	<p>Our strategies were not successful. Observational feedback indicated instructional tasks did not align and/or did not meet the depth and rigor of the intended standard. There are varying levels of expertise amongst the grade level teams understanding of the standards and planning for instruction aligned to the standard. There was not enough time to provide extensive, meaningful professional learning due to the lack of subs and morning meeting time.</p> <p>In addition to our goal to improve proficiency for all students, we included a goal specific for our EL learners to be in compliance with the state's AB 219 plan.</p>	PLC- School-wide adoption and implementation of an effective PLC model (PLC +) and practices (Leverage Leadership) throughout 22-23. Continuous professional learning (provided by leadership team and consultants) around the Tom Williams "Look Fors," which include lesson planning with unwrapping standards for Tier 1 instruction, Gradual Release Framework, Checking for Understanding, and Engagement strategies monitored through classroom observation and coaching. We will continue to identify areas in need for differentiation utilizing MAP data, formative, and summative assessments. Implementation of common PLC planning time built into the master schedule to allow for 75 minutes of weekly collaboration.	<p>We need a school-wide ELA curriculum including professional learning to support teachers' implementation of the new program.</p> <p>Substitutes for instructional rounds and professional learning.</p> <p>Licensed teachers to fill vacancies to keep class sizes low.</p> <p>School-wide PBIS structures to allow teachers more time to focus on instruction and less time on "behaviors."</p>

Inquiry Area 2 - Adult Learning Culture

Original Goal: Based on observations, 0 out of 4 PLC meetings are focused on data analysis. Teachers will increase the number of PLC meetings analyzing data from 0% to 25 % by May 2023 as measured by the master calendar and PLC meeting notes and observations.

Updated Goal: Teachers will increase the number of PLC meetings analyzing data from 25% to 50% by May 2023 as measured by the master calendar and PLC meeting notes and observations.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
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<p>A) Clear expectations for PLC and collaborative PLC meetings with LLS, RB3, and administrative team. B) Provide licensed staff the opportunity to engage in professional learning so they may refine their planning for and delivery of Tier 1 and Tier 2 instruction.</p>	<p>Teachers will provide purposeful, differentiated, Tier 1 and Tier two whole and small group instruction.</p>	<p>At Risk</p>	<p>Our strategies were not successful. While there is evidence that we are improving our PLC structures, we still need to refine them. The leadership team created an agenda template that focuses teacher's collaboration around data. Leadership team did not follow through with PL on the PLC + model. The team is waiting for district PL of the model in order to maintain consistency with the district initiative and implementation. Observational feedback indicated instructional tasks did not align and/or did not meet the depth and rigor of the intended standard. There are varying levels of expertise amongst the grade level teams understanding of the standards and planning for instruction aligned to the standard. There was not enough time to provide extensive, meaningful professional learning due to the lack of subs and morning meeting time.</p>	<p>The leadership team will provide PLC + professional learning as it is rolled out from the district. Continuous professional learning (provided by leadership team and consultants) around the Tom Williams "Look Fors," which include lesson planning with unwrapping standards for Tier 1 instruction, Gradual Release Framework, Checking for Understanding, and Engagement strategies monitored through classroom observation and coaching. We will identify areas in need for differentiation utilizing MAP data, formative, and summative assessments. Continue to use a school-wide tool for developing common grade level assessments.</p>	<p>Buy-in from all staff that weekly data analysis is critical to student success and outcomes.</p> <p>The leadership team needs to create a long-range plan outline the expectations for each PLC for the 23-24 school year.</p> <p>Prep waiver allowing admin to use one prep per week where teachers are provided the time to collaborate.</p>
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<p>Inquiry Area 3 - Connectedness</p>					
<p>Original Goal: Student responses will decrease from 49.96% to 39.96% on the district wide survey indicating they would be willing to answer a question even if they were not sure their answer was correct.</p>					
<p>New Goal:</p>					

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
<p>The school counselor and teachers will provide lessons on growth mindset and emphasize the value of learning from our mistakes.</p>	<p>Increase in student discourse to help ensure students will share answers even when uncertain of their correctness. There will be an increase of positive responses on the district wide survey reflecting that students feel safer answering questions even if they are unsure of the correct answer.</p>	<p>At Risk</p>	<p>To encourage discourse and participation from all, our staff does not call students one on one to answer questions. It is our belief the students may or may not have understood the question or were able to read the question. For the current survey, staff read the questions aloud. The data is not in yet, therefore could not be analyzed.</p>	<p>Support students when taking the district-wide survey. Read the questions aloud to insure all students understand what is being asked.</p>	