

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:

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



School Name: Reynaldo Martinez Elementary School

Inquiry Area 1 - Student Success

By the end of the year (2024), the percent of K through 5th grade students who meet or exceed the projected growth target will increase from 43% (Spring 2023) to 50% (Winter 2024) to 56% (Spring 2024) as measured by MAP Growth Assessments.

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 seeing?</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>
All licensed staff will be provided professional development on all tiers of instruction.	Strengthen all tiers of instruction to meet all students' needs. Teachers will feel more confident in delivering meaningful tiered reading instruction. Students have the opportunity to access and receive appropriate instruction to make necessary gains. Ultimately, kids will grow on MAP, SBAC, and WIDA assessments.	Strong	There is limited success, some PD available through the District for the new curriculum; however, all teachers do have curriculum materials. More time is needed in learning how to use the curriculum and deliver it with consistency, rigor, and confidence. Grade levels have been given more time in PLC and grade level structures to plan and dig through the data. The data reveals that we are making slow progress toward reaching our goal.	We have learned that we need more professional development specific to our new curriculum (95 Phonics and HMH Into Reading). Teachers will benefit from observing one another use the material. In addition to providing more professional development opportunities, specific time needs to be given to unwrapping the standards and more opportunities to engage with and understand how to use supplemental resources (95 Chip Kits).	In order to be successful we believe it is necessary to hold one another accountable, provide opportunities to discuss different methods and strategies for curriculum success, and compare data. Our teachers need time to take deep dives into the curriculum materials with their grade levels so they can plan ahead and they need to observe modeled lessons.

Inquiry Area 2 - Adult Learning Culture

Schoolwide survey of PLC meetings will increase self-reported scores from fall 2023 to spring 2024 by 1 point on a scale 1-10 in each area, measuring their purpose, trust, value of meeting, and professional learning.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Teachers will be provided a framework for PLC to help guide them in understanding the benefit of collaboration as it relates to teaching tier 1 instruction and better understanding the rigor of the state standards.	All teachers will participate in weekly PLC meetings with their grade levels.	Strong	We have been successful in ensuring all teachers participate in weekly PLC meetings with their grade levels. Grade levels have been provided with teacher clarity documents in both math and science in addition to a PLC format to follow for collaboration and accountability.	We will continue with accountable focus and PLC Framework implemented on top standard. We will also continue to highlight learning intentions and success criteria through this PLC structure. Designated times will be provided to complete tasks and collaborate. Opportunities to look at the curriculum to create long range plans and unwrap standards based on pacing will be provided as well. If able, sub buy out days to continue with a focus on unwrapping standards and digging into the curriculum materials (planning time).	Teachers need time to plan. Additional funding is required to support teachers in the additional planning and the time they spend in creating lessons and understanding how to use the curriculum materials.

Inquiry Area 3 - Connectedness

Decrease chronically absent students in grades K-2 from 48% to 38% by the end of the 2023-2024 school year as measured by the student attendance data.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
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<p>Decrease chronically absent students in grades K-2 from 48% to 38% by the end of the 2023-2024 school year as measured by the student attendance data.</p>		<p>Strong</p>	<p>Currently we have 21% of our students that are chronically absent. Our data reveals that Kinder. students is 30.5%, 1st is 20.0%, 2nd is 15.9%, 3rd is 26.9%, 4th is 21.6%, and 5th is 17.6% chronically absent. There are 84 total students that are chronically absent and of those students, 29.8% are black/african american, and 16.3% are hispanic.</p>	<p>We have learned that we need to be consistent with all families. We need to continue to contact parents on a daily basis through phone calls and create attendance/RPC meetings with parents to enforce the importance of attendance on academics and social emotional wellbeing. In addition, our teachers and staff will continue to communicate through Class Dojo and work to receive attendance awards by following the attendance reward system.</p>	<p>To be successful in taking action, we will need to continue to monitor attendance daily and set consistent expectations for parents and students with respect to attending school. Once those expectations have been set, we will need to hold students and parents accountable for these expectations for attendance. We will need various types of incentives for siblings and for classes to motivate students to attend school. We will also need time in each day to make phone calls or send Dojo's to set attendance meetings and understand families individual situations as it pertains to attendance.</p>
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