

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:

Inquiry Area 1 - Student Success

Students will increase proficiency in math from 28.4% to 30% by Spring 2025 as measured by state summative assessments. Students will increase proficiency in reading from 37.2% to 40% by Spring 2025, as measured by state summative 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 proficiency are we identifying?</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>
Students will increase proficiency in math from 28.4% to 30% by Spring 2025 as measured by state summative assessments. Students will increase proficiency in reading from 37.2% to 40% by Spring 2025, as measured by state summative assessments.	Grade levels will develop collaboratively planned units of instruction with common formative and summative assessments. Assessments and instruction will align with NVACS. Instructional strategies will embed engagement and discourse strategies to support all learners. Grade levels will have time built into their unit plans for reteaching and reassessing students. Students will learn tools to reengage in the lesson content and take self-directed steps to change their learning.	Strong	Progress monitoring data reveals that we are on track with math, with a slight dip in ELA progress. The challenges include navigating the new HMH curriculum; 4th and 5th grade being new to 95% Core.	Specific actions to address the challenges and performance gaps include PL for HMH, build Tier 1 instruction, continue observing teachers who are doing well with HMH.	In order to be successful, we need to continue building effective lesson planning, addressing missed opportunities, and attendance.

By the end of 2024-2025, 70% of classroom observations will show evidence of teachers examining the skills and concepts students are expected to know and be able to do, utilizing common formative and summative assessments and learning tasks aligned to the standard (s) at the appropriate level of rigor to inform instruction and monitor students' learning; utilize evidence-based, scientifically researched Tier 1 instructional materials; establish a classroom environment with structured systems, procedures and routines; and purposefully plan instructional design and delivery.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
By the end of 2024-2025, 70% of classroom observations will show evidence of teachers examining the skills and concepts students are expected to know and be able to do, utilizing common formative and summative assessments and learning tasks aligned to the standard (s) at the appropriate level of rigor to inform instruction and monitor students' learning; utilize evidence-based, scientifically researched Tier 1 instructional materials; establish a classroom environment with structured systems, procedures and routines; and purposefully plan instructional design and delivery.	Teachers will provide purposefully planned and NVACS-aligned Tier 1 whole-group instruction. Small-group differentiated instruction will use high-yield resources and materials to address gaps and needs.	Strong	Progress monitoring data reveals that we need to continue to put a focus on Tier 1 instruction. The school wide PLC and DDI routine is good. The challenges include a consistent transfer of PLC planning into the classroom, along with time.	Specific actions to address the challenges and performance gaps include utilizing the strategist team to help support and provide actionable feedback to teachers, along with building statisticians skills through the coaching book study. Additionally, possibly incorporating an exit ticket for PLCs.	In order to be successful, we need to build engagement and formative assessment in Tier 1 instruction, along with effective time management.

Inquiry Area 3 - Connectedness

By May 2025, provide parents resources to reduce chronic absenteeism from 37% (2024) to 30% (2025) as measured by the CCSD attendance tracking system.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
By May 2025, provide parents resources to reduce chronic absenteeism from 37% (2024) to 30% (2025) as measured by the CCSD attendance tracking system. Reduce the number of disruptive and aggressive behavior incidents school-wide from 213 by 15% as measured by Monthly progress monitoring reports on Data Lab and FocusED.		Strong	Progress monitoring data reveals that chronic absenteeism is trending down; however, concerns with upper grades trending upward (not excessive). Lower grades have excessive absences. The challenges include that attendance is an adult behavior so it is difficult to address.	Specific actions to address the challenges and performance gaps include target parent behavior, monitoring attendance reports, attendance procedures and follow ups.	In order to be successful, we need to build parent Class Dojo use, send quarterly reminders, discuss attendance at parent teacher conferences, and provide information that clarifies when parents should and shouldn't send students to school if they are sick.