Act 2 - Status Check 2 (Plan of Operation Requirement)

Directions and Resources for Status Check 2

Only type in the yellow cells.

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.
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School Name: Scott ES

Inquiry Area 1 - Student Success

Increase the percent of students scoring above the 40th percentile in Reading from 40% (Fall 2023) to 50% (Winter 2023) to 60% (Spring 2024) by 2024 as measured by the MAP Growth Assessment.
Increase the percent of students scoring above the 40th percentile in math from 37% (Fall 2023) to 47% (Winter 2023) to 57% (Spring 2024) by 2024 as measured by the MAP Growth Assessment.

Improvement Strategies	Intended Outcomes/Formative Measures	Status *Are we implementing the improvement strategy as planned?*	Now (Lessons Learned) *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*	Next (Next Steps) *What specific actions do we need to take to address the challenges and performance gaps we've identified? By when? By whom?*	Need *What do we need to be successful in taking action?*
Provide targeted support for grade levels on how to use HMH Into Reading and 95 Core Phonics, effectively which includes an intensive push to teach foundational skills in all grade levels, utilizing structured PLCs to unwrap standards, create common assessments, break down learning progressions, identify learning intentions and success criteria, analyze data. For our tier II intervention we are utilizing Exact Path to differentiate instruction to address learning gaps and progress monitoring with FastBridge. LETRS training is also helping teachers understand strategies and the philosophy of teaching phonics. Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): HMH Into Reading EBI Level 4, MAP Growth Assessments EBI Level 3, 95 Core Phonics, Level 1, LETRS Level 3, Exact Path Level 3	Demonstrate continued academic growth in Foundational Skills as measured by MAP (FocusEd) and site-based technology tools (HMH Into Reading, MAP Fluency Screener, STAR, LETRS, Exact Path, FastBridge progress monitoring, and 95 Core Phonics Assessments).	Strong	- Provide 1:1 instructional tutoring via FEV during the months of October/November and January/February for 3rd, 4th, and 5th grade students scoring between the 41st and 61st percentiles - Walk to reads among grade level teachers to target student deficits - Utilize Instructional Assistants to work with different student groups based on needs and enrichment	- Implement the Jolly Readers Challenge using Exactpath - Reading Spring Break Challenge -Walk to Read to target foundational skills - HMH Vocabulary Professional Learning - HMH Tier 1 Whole Group Reading Professional Learning by Implementation Manager	- a list of 100 students scoring between the 41st and 61st percentiles on the reading MAP assessment - computers - headphones - structured learning space - tech support - Jolly Ranchers
Increase students basic math fact fluency skills.	Improve student achievement and educator effectiveness by ensuring opportunities, facilitating learning, and promoting excellence as measured by Envisions from 37% (Topic 1 Schoolwide) to 70%.	Strong	- Provide 1:1 instructional tutoring via FEV during the months of October/November and January/February for 4th and 5th grade students scoring between the 41st and 61st percentiles - Utilize Instructional Assistants to work with different student groups based on needs and enrichment - Utilize Exactpath 40 minutes weekly,	- Implement the Math Star Challenge using Exactpath activities. - Math Spring Break Challenge	- a list of 100 students scoring between the 41st and 61st percentiles on the reading MAP assessment - computers - headphones - structured learning space - tech support - Starbursts

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100% of the faculty will participate in Professional Learning Community (PLC) meetings that follow a school plan document aligned to the District's PLC Framework and Plan Guide document.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need

		Status	Now (Lessons Learned)	Next (Next Steps)	Need
Staff will participate in team building oppourtunities during staff meetings and data-driven discussions during weekly PLCs. Teachers will utilize the coaching staff to help support their instructional areas in need of growth as they ensure high engagement and highly rigorous opportunities for learning and promoting excellence. Staff will utilize the continuous improvement cycle to guide CCSD PLC plan and analyze structure to guide discussions based on data.	Have staff feel more connected and safe with each other, and within their craft in order to create a positive atmosphere where mistakes are a process of learning for both teachers and students but a growth mindset is expected. Teachers will use data to determine student needs for support to be successful within the curriculum.	Strong	- teachers are proficient in learning intentions and success criteria - teachers are primarily using the CCSD PLAN document to facilitate their PLC with only some assistance from the leadership team	- Classroom walks using the PLC plannning guides - During PLCs strategist will guide discussion toward high level instructional strategies, scaffolds, and differentiation - Using Instructional framework to structure math insrtuction and guide discussion of lessons	- CCSD instructional framework - modeled lessons from the leadership team

Inquiry Area 3 - Connectedness

Increase the percent of students who regulate their emotions well from 36% to 45% by Winter 2023 and 55% by Spring 2024, as measured by the Panorama Education Survey.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Improvement Strategy: Teachers and staff utilize on campus as well as outside resources to tackle trauma-related student behaviors. Staff also engages in learning opportunities and discussions about strategies that build positive and supportive relationships with students in the classroom. Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Counselor EBI Level 1, PBIS EBI Level 1	Students continue increasing positive and supportive peer and adult relationships on and off campus.	Strong	- School-wide classes created treatment agreements	- Implement classroom circle to increase positive and supportive peer and adults realationships. Classrooms relationship goals are created weekly - Classes will create morning greeting menus and a new learn AVID chant to provide a positive and welcoming environment - Impact will provide professionale learning for tramua informed practices	- lists of greetings and AVID chants - classroom treatments posted in the classroom