

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: **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 <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 implementation are there?</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 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	LETRS training is helping teachers recognize the foundational deficits in literacy.	- 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	- a list of 100 students scoring between the 41st and 61st percentiles on the reading MAP assessment - computers - headphones - structured learning space - tech support
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%.	At Risk	- classroom observations - differentiated small groups - math FastBridge screener	- 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 - increase teacher coaching on delivering Envision lessons and effective strategies	- a list of 100 students scoring between the 41st and 61st percentiles on the math MAP assessment - computers - headphones - structured learning space - tech support

Inquiry Area 2 - Adult Learning Culture

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
Staff will participate in team building opportunities 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	- PLC walks to cross train how to conduct a structure PLC among grade levels	- Encourage 1-2 grade levels to conduct an exemplar data-driven PLC for other grade levels to observe and model	- Time - Space - an exemplar team to volunteer

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
<p>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.</p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Counselor EBI Level 1, PBIS EBI Level 1</p>	<p>Students continue increasing positive and supportive peer and adult relationships on and off campus.</p>	<p>At Risk</p>	<ul style="list-style-type: none"> - social emotional lessons need to be delivered to classrooms - targeted small groups for emotional regulation and grief counseling - utilize the Mindfulness Room for student incentives - increase use of PBIS and motivation to earn points 	<ul style="list-style-type: none"> - PL for all staff to positively interact with students and effectively handle minor adverse behaviors - train counselor on how to implement effective SEL strategies for staff, teachers, and students - more activities to increase positive behavior 	<ul style="list-style-type: none"> - counselor - MTSS team - a consistent SEL curriculum - structured mini lessons during SEL block