

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: David M. Cox ES

Inquiry Area 1 - Student Success

School Goal: Students in grades 3-5 will increase proficiency in ELA from 45% to 55% and in math from 42% to 55% and 42% to 55% in science by May 2024 as measured by the formative MAPS 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 implementation 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>
Improvement Strategy: Students in grades PK-5 will be taught with state standards, will utilize school-wide state and district adopted texts, technology access to text software, effective alignment with standards to instruction, and access to intervention and enrichment groups based on academic needs.	Intended Outcomes: Increase the percentage of all students scoring above the 61st percentile in ELA from 45% (Fall 2023) to 50% (Winter 2023) and from 50% (Winter 2023) to 55% (Spring 2024) as measured by MAP formative assessments.	Strong	Teachers have increased newly adopted ELA text for the Tier 1 and 2 students. Teachers used Specialists, CTT, the Read by Grade 3 Strategist along with a Reading Strategist. This is in addition to the Response to Intervention Groups.	Teachers will utilize the HMH and 95 CORE programs for Tier 2 and Tier 3 instructional interventions.	Teachers, staff, and administration will be provided PL for implementation of HMH and 95 CORE specifically for Tier 2 and 3 instruction and intervention.
Improvement Strategy: Students in grades PK-5 will be taught with state standards, will utilize school-wide state and district adopted texts, technology access to text software, effective alignment with standards to instruction, and access to intervention and enrichment groups based on academic needs.	Increase the percentage of all students above the 61st percentile in math from 42% (Fall 2023) to 47% (Winter 2023) and from 47% (Winter 2023) to 55% (Spring 2024) as measured by MAP formative assessments.	Strong	Increased interventions for the Tier 1 and 2 students within Math. Utilized Specialists, CTT, the Read by Grade 3 Strategist along with a Strategist to support skill gaps.	Teachers will continue to implement state adopted Envision materials, work with Specialists to develop intervention groups for the Specialists and Interventionists in order to minimize gaps within the CORE Standards. Supplemental materials will be utilized if the district required programs are lacking in highly effective state standard instruction in math and science.	Administration and Teachers will strategically place students into instructional support groups without missing CORE instruction for math. Teachers need to align the Standards with task and the state materials required to be used to the program's fullest and the complete standard. As a team: PLC, GLC, SOT the achievement goal needs to be set and adhered to. Science instruction must be integrated continually with CORE standards along with the science lab.

Improvement Strategies

School Goal: Increase the percentage of effective Professional Learning Communities (PLC) that are held bimonthly (23-24 SY) as measured by the master calendar.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Implement effective Professional Learning Communities (PLC). Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2 PLC Communities	Teachers effectively plan for assessments that align with standards and use the results of the assessment to close achievement gaps and improve all student achievement.	Strong	Teachers are planning for instructional assessments utilizing newly adopted programs (HMH) in PLCs twice a month.	Administration, Leadership Team, and Regional SAS will utilize the PLC tool for observation of effectiveness of PLC meetings and work sessions.	PLC meetings to be placed on master calendar, training from SAS on implementation of the PLC Look For Tool, PLC Agendas turned into supervisory leader.

Inquiry Area 3 - Connectedness

Increase the percent of students who are able to safely and effectively regulate their emotions through difficult tasks/situations and persevere through challenging academic tasks as measured by the Panorama Survey given 3 times per academic year.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
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<p>Increase student self-strategies to regulate emotions when faced with challenging tasks/situations and when others around them are demonstrating emotional outbursts.</p>	<p>Increase the percent of students who feel they can persevere through challenging emotions from XX% (fall) to XX% (winter) to XX% (spring) by 2024 as measured by the Panorama Education Survey.</p>	<p>Strong</p>	<p>From the Fall scores, our students earned 47% with emotional regulation.</p>	<p>From Fall to Winter an increase of 3%, 50% and from Winter to Spring another 3% increase with a 53%.</p>	<p>Continue with classroom counselings, groups, and teacher provided activities relating to handling challenging emotions.</p>