

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: Judith Steele ES

Inquiry Area 1 - Student Success

Students will increase proficiency in math from 57.4% to 62% as measured by 2024 SBAC state summative assessment. Students will increase proficiency in reading from 56.6% to 60% as measured by 2024 SBAC state summative 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?</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>
Increase consistency in providing rigorous, differentiated tier 1 instruction.	Teachers will provide rigorous, differentiated Tier 1 instruction in order to increase Math and Reading proficiency with consistent and purposeful planning in PLC meetings.	At Risk	Consistent use of the materials in all grade levels has been observed through both classroom walkthroughs and in grade level weekly PLC meetings; some grade levels have begun to create and provide differentiated groups based on academic needs and current student performance.	Work with individual grade levels to identify RTI intervention groupings as well as schedule. Use PLC time to review what differentiation should look like in Tier 1 observations and create a walkthrough specific to observing differentiated instruction.	Time working with the materials is still needed as well as an understanding of what materials are most effective. Once this is done, teachers can begin to adjust and provide valuable differentiation; in addition, continued training on how to differentiate instruction for ALL learners.

Inquiry Area 2 - Adult Learning Culture

By the end of the 2023-2024 school year, 100% of PLC meetings will be focused on grade level standards, common assessments, planning using district supported materials and pacing guides, and based on timely student data. In addition, administrative observation data will show that in 80% of observations, tasks and instruction will be fully aligned with the standards.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Teachers will engage in consistent practices following the framework for PLC. Administration will provide training and support for PLC in order to consistently implement structures and help staff acclimate to the effective use of these structures.	Teachers will be meeting weekly utilizing the defined PLC structures; Administration will guide teachers in the use of Tier 1 materials and ensure all staff follow the PLC process.	At Risk	With weekly check-ins by administration, staff is meeting every week to address student data and planning for instruction using Tier 1 materials; Structures are in place but not consistently adhered to.	Revisit the PLC structures and expectations for monitoring student data and planning rigorous instruction	Continued Professional Development and modeling of PLC structures in order to create consistency across the school

Inquiry Area 3 - Connectedness

Increase the percent of students who respond favorably to "Once you get upset, how often can you get yourself to relax" from 38% (fall) to 43% (winter) to 48% (spring) by 2024 as measured by the Panorama Education Survey.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Consistent practice of analyzing data to determine student needs and areas of possible instruction or support; staff training on MTSS and de escalation strategies.	Decrease behavior referrals overall with MBI tracking data and strategic supports based on data trends.	Strong	Specialists utilizing PLC time to identify trends and plan for supports as needed; data shared with staff through staff meetings, staff changes in duty to support learners, and SDD trainings for classroom teachers on MBIs	Continue to track MBI data and use this to adjust student support, work with families by sharing this data, and use multiple MBIs to create MAJORS for progressive discipline	Need to create a schedule for collecting and sharing data each quarter going forward and then sharing that data with staff to continue to increase positive behavior