

****Only type in the yellow cells.****

Status Tracker Directions: 1. Select from the drop-down list: Did we achieve our goals - Yes, No . Should we continue, correct, or cancel our goals/strategies - Continue, Correct, Cancel . 2. Identify specific Lessons Learned, 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		Did we achieve our Student Success goal? <i>What does our data reveal about our progress toward our goal?</i>	Continue, Correct, or Cancel the Goal? <i>Should we continue, correct, or cancel this goal in our next SPP?</i>			
Students will increase proficiency in math from 51% to 60% as measured by 2025 SBAC state summative assessment. Students will increase proficiency in reading from 55.3% to 60% as measured by 2025 SBAC state summative assessment. Progress toward this goal will be measured using scheduled MAP assessments in the Winter and again in the Spring for both Math and Reading.		No	Continue (and update)			
Improvement Strategies	Intended Outcomes/Formative Measures	Were our improvement strategies successful? <i>How successful were we at implementing our improvement strategies?</i>	Continue, Correct, or Cancel the Strategy? <i>Should we continue, correct, or cancel the associated improvement strategies in our next SPP?</i>	Now (Lessons Learned) <i>Why were our improvement strategies successful or unsuccessful? What have we learned about ourselves and our school through this goal and these improvement strategies? <i>How have our improvement efforts impacted achievement across demographic groups?</i></i>	Next (Next Steps) <i>What can we do right away to put our Lessons Learned into practice?</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.	No	Continue	Our teachers are now using our Tier 1 more consistently and have discussed differentiation during PLCs, but are still not seeing it implemented to its fullest potential.	Set quarterly goals with grade levels during PLCs to plan for more small group opportunities within Tier 1 instruction.	Clear goals and timelines set with grade levels for implementation, schedule walkthroughs by admin to confirm.
Inquiry Area 2 - Adult Learning Culture		Did we achieve our Adult Learning Culture goal?	Continue, Correct, or Cancel the Goal?			
By the end of the 2024-2025 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 and effective strategies were shared and repeated in multiple classrooms in order to maximize grade level achievement.		No	Continue (and update)			
Improvement Strategies	Intended Outcomes/Formative Measures	Were our improvement strategies successful?	Continue, Correct, or Cancel the Strategy?	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.	No	Continue	Our goal for this school year was to focus all of our PLC meetings on grade level standards, common assessments, and district pacing guides. Although growth was made and teachers consistently met each week, we are still working on developing a consistent process for planning, analyzing data, and providing small group Tier 1 instruction based on student performance and needs.	Set clear expectations about what should occur during a PLC, placing emphasis on assessment data and student performance specific to standards taught.	Professional Development on Structured Literacy, Tier 1 Small Group, and Engagement Strategies. The purpose of these supports is to better equip our staff to make determinations in curriculum planning and reteaching to grow learners. As part of the PLC process, staff must analyze data and make midcourse adjustments. These training opportunities will assist in the process.
Inquiry Area 3 - Connectedness		Did we achieve our Connectedness goal?	Continue, Correct, or Cancel the Goal?			
Increase the percentage of students who respond favorably to "Once you get upset, how often can you get yourself to relax" from 47% (spring 2024) to 51% (winter 2024) to 55% (spring 2025) by 2025 as measured by the Panorama Education Survey. 1/24/25 Goal changed: Due to inconsistent Panorama test questions that no longer ask "Once you get upset, how often can you get yourself to relax?"		Yes	Continue (and update)			
Improvement Strategies	Intended Outcomes/Formative Measures	Were our improvement strategies successful?	Continue, Correct, or Cancel the Strategy?	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 reactive behavior referrals and tracking the deescalation data via Infinite Campus or FocusED. 2023-2024 data (offender or participant), AGG BEH/FIGHT/INSUB/PHY ALT/THR/USB - 84 events; goal for 24-25 school year 70 events	Yes	Correct	Work was done to improve student perception of growth mindset and self-regulation. During the year, we were unable to secure a formal training on deescalation. However, our counselor and Specialists worked throughout to identify and support students in need of improvement in learning attitudes/believing they can.	Look into services to provide deescalation training or possible CPI training to support both students and staff.	Skill training on de escalation and opportunities to work with students who are struggling to regulate their emotions before reacting in a negative manner. Continue to provide incentives for students who follow the HOUSE expectations and identify funds to support the continuation of Hazel Health for individual needs.