

Directions and Resources for Status Check 1

Status Tracker Directions:

← Before completing this tab, follow the directions to set up the Master Sheet.

- 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.

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Inquiry Area 1 - Student Success

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</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 additional PD opportunities to teachers through the use of extra duty pay to support the district purchased Tier 1 materials and the implementation of instructional strategies and differentiation	Students will show growth in math and score over 56% on the spring MAP Growth Mathematics Assessments.	At Risk	Although students showed a decline in MAP Mathematics scores from spring to fall, students scored 50% of students above the 40th percentile on the fall 23-24 assessment. The data shows that the intermediate grades, specifically 5th grade are challenges to increasing growth.	Appropriate implementation of tier 1 materials, small group instruction, and differentiation need to be utilized by licensed staff.	Licensed staff needs to continue unwrapping standards, appropriate implementation of Envisions, purposefully plan with small groups and differentiation included, and follow the PLC process. Administration needs to plan and deliver PL on PLC, purposeful planning, and the implementation of tier 1 mathematical materials. The SOT members and school leadership need to monitor and review school data as it becomes available.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Provide PD opportunities to teachers through the use of extra duty pay to support the district purchased Tier 1 materials and to support an increased level of rigor and DOK levels for student tasks.	Teachers will utilize DOK levels 2 and 3 60% of the time on classroom instructional tasks/activities as measured by the Brookman Instructional Rounds Form.	Strong	Currently, the Brookman Instructional Rounds benchmark data shows that 50% of the teachers utilize both DOK 2 and 3 tasks in their classroom. The challenges are the consistency of tasks at higher DOK levels. Also, purposeful planning of lessons that include higher DOK level activities used within the tier 1 instructional materials and DOK question starters that focus the student discourse on higher level thinking.	Provide PL on DOK levels, purposeful planning with differentiations, and tier 1 instructional materials. Continue lesson plan checks with leadership team, unwrapping standards with GL teams, PLC meetings, and posted learning intentions and success criteria.	Licensed staff needs to continue instructional rounds to gain more data and provide feedback to staff monthly. SOT members will continue to review school data and provide feedback.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Implementing weekly SEL Lessons provided by the school counselor and staff in the SEL folder and Brookman Morning Meetings.	There will be an increase to the percentage of students who answer the question, "Once you get upset, how often are you able to pull yourself out of a bad mood?" as measured by the Student PanoramicSurvey.	At Risk	Currently, the panorama Educational Survey data shows that students response declined from 39% to 35% on the benchmark panorama educational survey. Inconsistent implementation of SEL lessons in classrooms. The student survey is dependent on the time students take the test.	Provide PL to staff and SEL lessons to students. Staff consistently utilizing morning meetings, Teacher Tuesday, and SEL lessons.	Licensed staff consistently do morning meetings with students, SEL lessons, Teacher Tuesday, and collaborate on classroom lessons with the school counselor. SOT members will continue to review school data and provide feedback. Hold parent meetings to provide information and awareness (resources provided). During Brookman family nights, activities included that focus on SEL and resources.