

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:

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

2. 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.



Aldeane Comito Ries Elementary School

Inquiry Area 1 - Student Success

The school goal is to increase SBAC proficiency: Increase the percent of students proficient in mathematics from 43.1% in 2023 to 45.1% by 2024 as measured by state summative 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?</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>
Teachers will purposefully plan for and provide students with practice for math facts, mental math strategies, continuing with Number Talks, and the lower grades will continue to utilize manipulatives for basic math practice. The strategists will help support teachers with the implementation and strategies in order for students to learn their basic math facts.	Increase the percent of students scoring above the 60th percentile in math from 38.8% (fall) to 41.8% (winter) to 44.8% (spring) by 2022 as measured by MAP Growth Assessment. Students will strategically choose the manipulatives or tools and use them to support their thinking.	At Risk	The data reveals that third through fifth grade students are growing in mathematics. In fall 2023, 31% of third through fifth grade students were at or above the 61st percentile. In winter 2023, 36.33% of third through fifth grade students were at or above the 61st percentile on the math MAP winter 2023 benchmark assessment. Vertical alignment will take place at PLC meetings/staff development days in order to collaborate to help bridge student achievement gaps.	Some of the students who need the extra help in math are in morning or after school tutoring groups. During the school day, teachers are providing small group instruction outside of their math blocks.	Teachers need to work together schoolwide to ensure that students are making adequate progress using grade level created formative and summative assessments. The data is reviewed to help drive schoolwide math instruction.

Inquiry Area 2 - Adult Learning Culture

By the end of the school year, 80% of grade-level PLC meetings will include a focus on standards, data, and collaborative instruction as evidenced by PLC+ observations/meeting minutes.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Structured PLC+ meetings two times a month	By January 2024, 75% of grade-level PLC meetings will include a focus on standards, data, and collaborative instruction as evidenced by PLC observations/meeting minutes and observations. By January 2024, 50% of RTI meeting minutes will focus on student data / interventions that will help students progress towards their goals. By January 2024, 50% of the staff will have participated in one or two cross grade level observations.	Strong	By January 2024, 75% of grade-level PLC meeting included a focus on standards, data, and collaborative instruction as evidenced by PLC observations/meeting minutes. By January 2024, 100% of RTI meeting minutes focused on student data / interventions that helped students progress through their goals. By January 2024, 66.6% of the staff participated in one or two cross grade level observations.	Teachers will continue to utilize and review PLC data using the schoolwide PLC form. Staff will be encouraged to edit and use the form to drive data-driven discussions. The RTI team will continue to meet weekly with grade levels to review student data to determine needs of students. Staff members will continue to participate in one or two cross grade level observations.	Teachers need to be aware of their data in order to participate in discussions related to the math standards at hand. Teachers must also have their data inputted in a timely manner in order to have meaningful discussions regarding the data.

Inquiry Area 3 - Connectedness

Increase the percent of teachers who strongly agree or agree that the school promotes staff and teacher participation in decision-making that affects school practices and policies from 85% (2022-2023) to 90% (2023-2024) as measured by the Districtwide CCSD Survey.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Prioritize staff concerns and seek staff input related to problem solving. Create buy-in so that staff feel included in the decision making process.	By the end of the first semester, the percent of teachers who strongly agree or agree that the school promotes staff and teacher participation in decision-making that affects school practices and policies will improve from 83% to 85% by using a Google Form to survey the staff in January 2023.	Strong	By January 2024, 91% of the teachers strongly agree or agree that the school promotes staff and teacher participation in decision-making that affects school practices and policies.	Administration will continue to support teachers in schoolwide decisions in order to promote buy-in.	District Instructional Coaches will come to the school to train staff members in order for staff members to feel more comfortable with the new curriculum.