

**Act 2 - Status Check 1**

**Directions and Resources for Status Check 1**

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

**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**



**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 performance occur/continue?</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	Our school did not meet the spring goal of 44.8% proficiency. Our students were only 39% proficient at the 61st percentile. We need to have discussions in grade levels to see if we should continue with our improvement strategy for the intended outcome or if it needs to be changed. The CIP team will also meet in order to determine if the improvement strategy is working or if we need to change it.	The CIP team will come together to brainstorm ideas on what needs to be done to improve schoolwide math data. It was determined that as a school students are struggling with basic math facts. Teachers will set aside time to practice math facts, mental math strategies, continuing with Number Talks, and lower grades will continue to utilize manipulatives for basic math practice. The strategists will support teachers with the implementation and strategies in order for students to learn their basic math facts.  Teachers will purposefully plan for and provide students with help on Claim 1: Concepts and Procedures of the SBAC. They will do so by providing students opportunities to practice their addition, subtraction, multiplication, and division facts. Teachers who teach K-5 grade students will ensure that they focus on building a strong foundation with place value.	Teachers will build strong mathematical foundations in place value. Students will practice their addition, subtraction, multiplication, and division facts in and out of school.

**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	7 out of 8 grade levels have complete schoolwide PLC forms to aide with data driven discussions.	Continue to support grade levels with PLC forms and model the utilization of the PLC form to drive data driven discussions.	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
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<p>Prioritize staff concerns and seek staff input related to problem solving. Create buy-in so that staff feel included in the decision making process.</p>	<p>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.</p>	<p>At Risk</p>	<p>School climate/culture needs improvement. It was decided that a thorough Ries School Performance Plan (SPP) survey needed to be sent out to staff members in order to determine the staff's needs.</p>	<p>The survey results showed that staff members need more time and support with new CCSD curriculum. The appropriate district people were notified in order to book future trainings for HMH Reading and Amplify Science.</p> <p>The staff survey will be sent out in January 2024 and again in May 2024 in order to determine if 90% of staff members agree/strongly 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. A Ries School Performance Plan (SPP) will be sent out to the staff members in January 2024 to ensure that staff members are being supported.</p>	<p>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.</p> <p>Two surveys will be sent in January 2024 and in May 2024 to help create staff buy-in.</p>
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