

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

Note:

The status you enter from the drop-down lists will automatically update the accompanying cell on the Master Tracker tab.



School Name: Lois Craig ES

Inquiry Area 1 - Student Success

Increase the percent of students meeting/exceeding proficiency projections in math from 10% (fall) to 15% (winter) to 21% (spring) by 2024 as measured by MAP Growth 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 are we noticing?</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 meet in PLC's to analyze data and determine a focus standard which they will unwrap in order to determine appropriate instructional activities. Students will be given formative assessments to monitor the improvement on the specific standard so teachers can make adjustments to instruction.	Students will make adequate growth using standards-based materials in a selected math domain, using data to drive instruction and create differentiated small group instruction.	Strong	We have been monitoring the implementation of foundational skills in K-5. We begin the year with having all grade levels teach foundational skills from HMH. We quickly realized that grades 3-5 in very low and HMH is not targeting what students need. We shifted to Core 95	After reviewing ELA MAP data I made the decision to pivot all grade level except 1st to Core 95. The teachers use Core 95 during their intervention block.	Teacher need more practice reading the script from Core 95 and understand why it is important to stick to the script.

Inquiry Area 2 - Adult Learning Culture

Provide training to 100% of licensed employees on how to unwrap standards and analyze data to drive instruction, as measured by professional learning attendance records.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Provide training to 100% of licensed employees on how to unwrap standards and analyze data to drive instruction.	Teachers will unwrap standards and use data to drive instruction.	At Risk	During PLC's we have been focused on learning the curriculum HMH and Core 95 to support foundational skills in the classroom	We have shifted from the curriculum to understanding students SEL needs for them to be able learn and have made a connection to Intentional Learning and Success Criteria	Teachers needs to continue to practice stating the Intentional Learning goals and the Success Criteria so students know what they are learning and why they are learning it.

Inquiry Area 3 - Connectedness

Provide training to 100% of students on how to create and implement student notebooks, as measured by student training (lesson plans), attendance records, and notebook completion

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Provide training to 100% of students on how to create and implement student leadership notebooks.	Students will be able to track their academic performance and goal setting in their individual Leadership Notebooks. They will track their academic data, set goals, and consistently track progress of those goals.	At Risk	Teachers are still finding it difficult to fill out the binders on a monthly bases.	Provide additional training and or training support staff to help give the fluency passages and administer the sight words to the students.	Need to do a needs analysis to determine the root cause for teachers not completing the binders on a monthly bases.