

Act 2 - Status Check 1

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

[Directions and Resources for Status Check 1](#)

**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**

School Name: Craig ES

**Inquiry Area 1 - Student Success**

School Goal: Increase the percent of students meeting/exceeding proficiency projections in math from 9% (spring 24) to 14% (winter 25) to 21% (spring 25) as measured by MAP Growth Assessments.  
Decrease the percentage of students scoring at or below the 40th percentile in math from 73% (spring 24) to 68% (winter 25) to 54% (spring 25) as measured by the MAP Growth Assessments.

Increase the percent of students meeting/exceeding proficiency projections in ELA from 9% (spring 24) to 14% (winter 25) to 21% (spring 25) as measured by MAP Growth Assessments.

Decrease the percentage of students scoring at or below the 40th percentile in ELA from 75% (spring 24) to 68% (winter 25) to 54% (spring 25) as measured by the 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</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 and ELA domain, using data to drive instruction and create differentiated small group instruction.	Strong	We are learning as we implement our improvement strategies that teachers are having difficulty with scaffolding lessons and providing differentiation to students.	Administration receiving region professional development geared toward scaffolding and differentiation and provide the learning back to the teachers. Administration receiving professional learning from HMH to support teacher learning of how to use the resources from the program to scaffold and differentiate as needed.	Administration schedule coaching from HMH in October to review vocabulary and share reading. Administration will deliver the learning to staff late October and collect trend data to determine next steps. Administration will attend scaffolding and differentiation professional development in November and deliver that to the school in November.

**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 ongoing training and job embedded professional learning opportunities to all staff, as appropriate, focused on planning, data analysis, and responsive instruction through PLC cycles, PD days, and ongoing feedback loops.	Teachers will unwrap standards and use data to drive instruction.	Strong	We are learning as we implement our improvement strategies that teachers are having difficulty with scaffolding lessons and providing differentiation to students.	Administration receiving region professional development geared toward scaffolding and differentiation and provide the learning back to the teachers. Administration receiving professional learning from HMH to support teacher learning of how to use the resources from the program to scaffold and differentiate as needed.	Administration schedule coaching from HMH in October to review vocabulary and share reading. Administration will deliver the learning to staff late October and collect trend data to determine next steps. Administration will attend scaffolding and differentiation professional development in November and deliver that to the school in November.

**Inquiry Area 3 - Connectedness**

Provide training to 100% of students and staff on how to 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 and staff to implement student data notebooks to increase student metacognition.	Students will be able to track their academic performance and goal setting in their individual Data Notebooks. They will track their academic data, set goals, and consistently track progress of those goals.	At Risk	Current challenges regarding the implementation of student data binders stem from teachers not finding the time to complete each month and lack the knowledge of how to update them.	Provide strategies to support time management to the implementation of the student binders.	Need to school professional learning to the teachers that are unsure of how to update the data and have students take ownership of their learning.

