

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:

- 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.



School Name:

Inquiry Area 1 - Student Success

Increase the percentage of students projected CRT proficient in math from 42% (spring 2024) to 45% (winter) to 48% (spring 2025) as measured by MAP Projected CRT Proficiency.
 Increase the % of students scoring proficient on the SBAC from 38.2% (currently enrolled) in 23-24 to 43.2% in 24-25.
 Increase the percentage of students projected CRT proficient in ELA from 45% (Spring 2024) to 48% (winter) to 51% (Spring 2025) as measured by MAP Projected CRT Proficiency.
 Increase the % of students scoring proficient on the SBAC from 47.3% (currently enrolled) in 23-24 to 52.3% in 24-25.

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>
Ensure instruction and tasks are aligned to the NVACS through the consistent Implementation of ELA and math Tier I curriculum	All students receive instruction with evidence-based, scientifically researched Tier I instructional materials in ELA and math aligned to the standards that are culturally appropriate, relevant, and inclusive and support mastery of the standards.	Strong	Winter projected SBAC for Math in MAP is 38%- Winter projected SBAC for ELA in MAP 48%	Math in all grade levels need to ensure Tier II interventions within the classroom. All content areas must ensure they are implementing "Soaring into Literacy" school wide literacy program. RTI minutes have been adjusted to ensure more students are receiving interventions on a regular basis. Progress monitoring through Fastbridge is scheduled consistently for all Tier II and III students with data shared to core content area teachers.	PD on "Soaring into Literacy" school wide literacy program Math Tier II interventions implemented with fidelity. Consistent schedule developed and implemented with fidelity and with backup options for when/if students are absent or miss intervention time.

Inquiry Area 2 - Adult Learning Culture

Increase the percentage of two-way parent communication at the school from 11% of students receiving documentation of two-way communication in the teacher contact log to 80% as measured by the Teacher Contact Log Report by the end of the academic year.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
1) Provide training sessions on effective communication techniques with parents. This could include workshops on active listening, cultural competency, and using technology for outreach. 2) Establish a routine schedule for teachers to reach out to parents. 3) Set up a system for tracking teacher-parent interactions through the Teacher Contact Log Report monthly. This will allow for adjustments in strategies based on what is working effectively. 4) Provide guidance on using the teacher contact log in IC. (printed sheet)	Student achievement in classroom academic grades will align more with SBAC/ MAP /SLG /Class Academic Grade based on an increase in parent two-way communication.	Strong	We have increased two way communication from 11% to 53% as of 2/6/25	Create a spreadsheet with student names that have had no 2 way contact to ensure all students and families receive 2 way contact.	Teachers to review spreadsheet and target student who are missing summative assignments and/or having failing grades for Semester 2.

Inquiry Area 3 - Connectedness

Reduce the percentage of students who were chronically absent from 15.7% in May 2024 to 14% by May 2025, as measured by attendance records.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Implement a comprehensive attendance plan to ensure all student groups are in school.	Students will attend school on a regular basis.	Strong	As of 2/6/25: 21.3% (excluding MDP); Attendance supports and implementation of attendance policy immediately as students started school has been valuable. Holding regular attendance meetings to discuss attendance with team has provided positive outcomes. Reminders in morning announcements about the importance of attendance has been beneficial.	Staff will run reports to identify our chronically absent students from first semester and creating attendance contracts and weekly check in with students to increase attendance.	Reports to be run by staff, contracts to be created, discussed and signed. Weekly check in schedule created and implemented.