

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: **Joseph Neal STEAM Academy**

Inquiry Area 1 - Student Success

School Goal: Increase the percent of all student groups scoring at or above the 40th percentile from 50% to 60% by winter and 68% by spring, 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>
Improvement Strategy: Teachers will utilize enVisions Common Core 2020, with assistance from learning strategists, to support instruction in the math curriculum and rigorous alignment to SBAC aligned expectations/IABs. Teachers will focus on specific expectations that are part of their SLG rubric, ensuring that students can articulate and understand the problem, draw and label, show their work/model, explain their thinking with words and models, and check for precision and accuracy.	Intended Outcomes: Students will increase proficiency on MAP Mathematics. This will decrease the number of at risk students in mathematics.	Strong	We saw that consistent delivery of effective Tier I instruction was vital in student growth and understanding of standards based grade level expectations. We are focusing on having teachers unwrap grade level standards, set high expectations, consistently using math manipulatives and academic vocabulary during instruction. Teachers will be accountable to model problem solving strategies, expecting that students can do the same. Teachers will differentiate for students' needs. There was a need to increase the knowledge of the Standards of Mathematical Practices (SMPs), especially accuracy and precision, targeting academic vocabulary, implementing productive discourse, focusing on foundational math skills, and using the Math Framework. In addition, appropriate scaffolds in math must be provided for EL student groups (newcomers, LTELs) in which skills and concepts build upon one another with increasing rigor while maintaining high expectations. Timely feedback will be provided to help students make adjustments to learning.	Action Steps: 1. Tier 1 instruction with a focus on unwrapping the standards, Math Framework, SMPs, fluency/numeracy, problem solving strategies will be modeled by strategist and discussed in Weekly PLC's 2. By October, select a targeted focus on a rigorous Math SLG requiring students to use a comprehensive rubric requiring a focus on precision, work, explaining their reasoning when solving math problems. Students use the rubric throughout each unit and are assessed each month for growth to meet the class SLG goals 3. Consistently implement Tier II mathematics instruction with appropriate interventions with cohesive/prescribed materials in small group 4. Teachers meet weekly during PLCs to review data, develop instructional strategies, common assessments, rubrics, and lesson plans 5. During beginning of year assessments, teachers will use Numeracy Consultants Diagnostics, Fastbridge progress monitoring, and MAP data to drive instruction and identify small groups for intervention purposes 6. After initial B.O.Y. data collection, Learning strategists, CTIs, and classroom teachers will work with students who fall below the 40th percentile in mathematics for targeted intervention 7. Students who fall below the 40th percentile in mathematics will be invited to participate in before and after school targeted tutoring, starting in September. 8. By 2nd Semester (January) Teachers in grades 3, 4, 5 will model and then practice with interim IAB's and ICA practice assessments to align the rigor and formats that students have been exposed to before state testing 9. Teachers in grades K-2 will model and then practice with weekly mastery practice skills and assess on a monthly basis to increase spiral mastery and foundational precision and problem solving practice (tied to SLG). 10. Teachers will clearly explain and model to parents in weekly/monthly newsletters what the targeted focus is for Math and ELA lessons	Administration and Strategists will calendar the action steps:(math training, PLC planning, Tutoring opportunity, SLG's -math focused, grade level interventions and supports for at risk students). We determined a need for prescriptive Tier II instruction with consistent, appropriate interventions using research based interventions and instructional methods.

Inquiry Area 2 - Adult Learning Culture

School Goal: By the end of the school year, 100% teachers will use Professional Learning Communities (PLC) templates to track student data and adjust instruction based on data.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Improvement Strategy: We will improve the quality and consistency of the PLCs using a common format for all meetings. Our goal was specifically set for the end of the year, so we are still implementing structural improvements and staff training for expected PLC impact in instructional design and responsive data analysis. We have surpassed our overall target for data improvement thus far for students in Math. We have also implemented common PLC scheduling, yet there are Adult Learning needs for PLC consistency and more time allotment needed to have effective collaboration within the PLC template expectations.	Intended Outcomes: Effective planning will help decrease the percentage of students scoring at or below the 40th percentile on MAP Math Growth Assessment	Strong	We saw that we need to continue dedicating time to appropriate professional learning opportunities for teachers in consistent PLC's. We determined a need for students to access foundational math skills, and Teachers to obtain consistent professional learning of differentiated Tier I instruction, including unwrapping the standards, knowledge of the Standards of Mathematical Practices (SMPs), relating new learning to previous learning, use of academic vocabulary, modeling of problem solving strategies, engaging in Math discourse, requiring students to show their work and attend to precision. Teachers need to use the Math Framework on a consistent basis. PLC planning will focus on developing effective Tier I instruction, purposeful and productive student discourse opportunities, and scaffolding for student groups that struggle in Tier II, as well as learning about newer instructional curriculum.	Action Steps: 1. Ongoing Professional Learning and modeling on PLC+ and Teacher Clarity 2. By August, Calendar PLC meetings 3. By September, Site/District approved PLC templates used school-wide 4. Teachers meet weekly during PLCs to develop improved instructional strategies, and build rigorous common assessments 5. PLC meetings targeting math/SLG's will focus on Tier 1 instruction with a focus on unwrapping the standards, use of the Math Framework, SMPs, fluency/numeracy, problem solving strategies, and discourse; Tier II mathematics instruction with appropriate interventions with cohesive materials 6. During B.O.Y. assessments, teachers will use Fastbridge, unit assessments, Numeracy Consultants, and MAP data to drive instruction and identify small groups for intervention purposes	Staff will receive PLC training; administration and learning strategists will provide PL during staff meetings and whenever PLC meetings are modeled. The use of an effective PLC template will be used consistently by staff; administration will monitor usage. Teacher accountability and consistency in targeted grade level collaboration (all participating daily); administration and strategists will monitor and provide feedback. This goal will take time to implement effectively for all experience levels of teachers.

Inquiry Area 3 - Connectedness

Increase the percent of K-5 students who can verbally articulate, follow, and earn rewards for the schoolwide expectations within the 4 Bee's Matrix, as measured by the PBIS Tiered Fidelity Inventory from 0% to 50% by Fall 2024, to 60% by Winter 2025, to 70% by Spring 2025.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
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<p>Improvement Strategy: Teachers and staff will utilize PBIS action lessons to train students on the school-wide behavioral expectations matrix and reward recognition/acknowledgment system implemented.</p>	<p>Intended Outcomes: Increase the number of staff that consistently implement PBIS common behavioral expectations and increase the number of students that can articulate, follow, and earn positive rewards for their appropriate behavior within the school setting.</p>	<p>At Risk</p>	<p>There is a continued need for improved rapport building with apathetic and oppositional students. Across the board, there is a need for improved student motivation and use of incentives and goal setting within classrooms and grade levels. Implementation of strategic student engagement strategies, and school-wide engagement structures that target modeled behavioral expectations need to be refreshed and implemented. The staff will continue training on Tier I expectations, Tier II training on de-escalation strategies and behavioral modification, motivation strategies, and the appropriate use of the Shared Space room. As well, goal setting and Tier II/III data trackers designed to assist students with self-monitoring and the use of cool down strategies will be implemented.</p>	<p>Action Steps: 1. The PBIS Team, Administration, and Counselor will provide Professional Development for the entire staff on the PBIS framework. 2. Administration and the Counselor will present an interactive Behavior Expectation Assembly at the beginning of the year to foundationally set school-wide expectations, rewards, and norms of peer to peer interaction and staff to peer interaction. 3. The PBIS Team and staff will develop a common behavioral expectation matrix, lesson roll out plans, and student reward/recognition systems. 4. Teachers will receive targeted Professional Development on De-escalation strategies, rapport building, goal-setting, and Positive Praise Cues to boost student motivation. 5. Teachers will use restorative practices to address student behavioral incidents. 6. Teachers and Counselor will create and use cool down areas in the classroom and the Shared Space "Bee Hive" room to implement SEL strategies/Calming and also use the room for student/class rewards implemented.</p>	<p>PBIS Team, Counselor, and Administration will calendar staff trainings. Administration and Counselor will calendar and advertise reward system parties earned by students. Ensure a school-wide review of Behavioral expectations and reward systems shared with the community at Open House and on the school website. Individual student Goal-setting implemented aligned to behavioral growth and needed areas of intervention. PBIS Team will schedule at least three TFI checkpoints throughout the year of successful implementation of expected school wide behaviors.</p>
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