

Act 2 - Status Check 2 (Plan of Operation Requirement)

Directions and Resources for Status Check 2

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

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
2. 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: 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	Now (Lessons Learned)	Next (Next Steps)	Need
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, as evidenced in our Winter MAP Growth in every grade level except one. There was double-digit growth in Kinder, Second, and Third. We are focusing on teachers planning their core subject lessons using resources aligned to the learning intentions and success criteria. There will be a continued focus on setting high expectations, consistently using math manipulatives (concrete and virtual), using academic vocabulary during instruction, and demonstrating understanding and knowledge of concepts through student discourse. 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. Timely feedback will be provided to help students make adjustments to learning within daily lessons.	Action Steps: 1. Tier 1 instruction with a focus on teaching high priority standards. 2. Continued focus on a rigorous Math SLG requiring students to use a comprehensive rubric requiring a focus on precision, showing their work, and 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 differentiation strategies and scaffolds with cohesive/prescribed materials in small groups (teacher small groups and Edmentum practice). 4. Teachers meet weekly during PLCs to review data, develop instructional strategies, common assessments, rubrics, and lesson plans. 5. After analyzing mid-year benchmark assessments, teachers will use Numeracy Consultants/Diagnostics, Fastbridge screening and progress monitoring, and MAP data to drive instruction and identify small groups for intervention purposes. 6. After analyzing Winter MAP Data, Learning strategists, CTTs, and classroom teachers will work with students who fall below the 40th percentile in mathematics for targeted intervention. 7. Students who scored between the 45th percentile and 68th percentile on the Winter MAP Assessment will be invited to participate in before and/or after school math tutoring. 8. 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 newsletters/Class Dojo messaging of 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). PLC planning will focus on creating a calendar that targets priority standards related to the SBAC blueprint for Grades 3-5. Plan daily lesson slides/presentations that will be used for Tier 1 instruction aligned to the high priority standards. Utilize Winter Benchmark Data to plan for differentiated groupings. Continue providing prescriptive Tier II instruction with consistent, appropriate interventions using research based interventions and instructional methods during small group lessons and tutoring.

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	PLC meetings have been scheduled and consistently attended by all grade levels. Effective PLC planning has been foundational in increasing the collective efficacy of each grade level and the school at large. PLC planning will continue to focus on developing effective Tier I instruction, purposeful and productive student engagement strategies including student discourse opportunities and scaffolding for student groups that struggle to master Tier 1 concepts. There is still a need to continue curriculum support by strategists and administration within PLC conversations and beyond.	Strategically utilize PLC planning time to meet the needs of students evident in each grade level based on ongoing data analysis (RTI, Walk to Learn, SLG, Winter MAP, teacher formative and summative assessments, administrative observations, focal point walks).	Strategically utilize PLC planning and strategist support to meet our goals for end of year MAP and SBAC assessments, as well as SLG, for Grades 3-5. Grades K-2 will focus on meeting goals for Spring MAP Assessment and SLG. In PLC, we will be collaboratively planning with grade levels to map out instruction for the remainder of the year.

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
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.	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.	Strong	There is a continued need for implementation of strategic student engagement strategies, and school-wide engagement structures that target modeled behavioral expectations. The staff will continue training and instruction with students in Tier I expectations, Tier II training on de-escalation strategies and behavioral modification, restorative practices, and effective student motivation strategies. As well, goal setting and Tier III data trackers designed to assist students with self-monitoring and the use of cool down strategies will be implemented.	Continue implementing Action Steps: 1. The PBIS Team, Administration, and Counselor will provide Professional Development for the entire staff on the PBIS framework. 2. The PBIS Team and staff will develop a common behavioral expectation matrix, lesson roll out plans, that align with the student reward/recognition systems already implemented. 3. Teachers will receive further targeted Professional Development on De-escalation strategies, rapport building, goal-setting, and Positive Praise Cues to boost student motivation. 4. Teachers will use restorative practices to address student behavioral incidents. 5. Teachers and Counselor will create and use cool down areas in the classroom and the Shared Space "Bee Hive" room or Counselor room to implement SEL strategies/Calming and also use these rooms for student/class rewards being implemented. 6. In a proactive manner, if behavioral data warrants, Administration and the Counselor will revisit the presentation of an interactive Behavior Expectation Assembly, to foundationally reiterate school-wide expectations, rewards, and norms of peer to peer interaction and staff to peer interaction.	PBIS Team, Counselor, and Administration will calendar staff trainings. Administration/PBIS Team 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 on the school website and at community events with parents. Individual student Goal-setting implemented aligned to behavioral growth and needed areas of intervention. PBIS Team will schedule one more TFI checkpoint by the end of year for successful implementation of expected school wide behaviors.