

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

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: Jan Jones Blackhurst ES

Inquiry Area 1 - Student Success

Increase the percent of students scoring above the 61st percentile in math from 44% (spring 2023) to 45% (fall 2023) to 45% (winter 2023) to 46% (spring 2024) as measured by MAP Growth Assessment.

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>
Gain familiarity with resources, including activities for hands-on instruction, available with enVisionMathematics Common Core 2020, research additional materials to fill in resource gaps, and implement Bridges Intervention Materials.	Increase the percent of students scoring above the 61st percentile in math from 44% (spring 2023) to 45% (fall 2023) to 45% (winter 2023) to 46% (spring 2024) as measured by MAP Growth Assessment.	Strong	Our students are making progress in math due to the strong collaboration taking place during PLC discussions.	Additional opportunities for interaction with the Bridges intervention program to support small groups. In addition, grade levels need to analyze student data for subgroups (EL, IEP, etc.) to differentiate small group instruction (including RTI). During grade level PLCs, teams will include vertical alignment discussion to ensure an understanding of curriculum across all levels.	Additional training with the Bridges intervention program. Time should be allocated during PLCs to discuss/analyze subgroup data and vertical alignment.

Inquiry Area 2 - Adult Learning Culture

The percent of classroom observations that show evidence that the teacher and students interacted with the success criteria and learning intentions will be 70% at the end of semester 1 to 90% at the end of semester 2, 2024 as measured by the Tier I Monitoring Tool (Focal Point).

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Provide Professional Development / Coaching on math instruction.	The percent of classroom observations that show evidence that the teacher and students interacted with the success criteria and learning intentions will be 70% at the end of semester 1 to 90% at the end of semester 2, 2024 as measured by the Tier I Monitoring Tool (Focal Point).	At Risk	Teachers are unsure what the learning intention and success criteria should look like for ELA, as HMH includes many standards spiraled through each module. In addition, multiple standards are included for each topic/lesson in the provided Teacher Clarity documents for math.	Additional examples of the learning intentions/success criteria need to be provided and discussed during PLC to have a clearer understanding of what should be communicated to students, posted on the board, and detailed in slideshows.	Time to focus on learning intentions and success criteria during PLC discussion.

Inquiry Area 3 - Connectedness

The percentage of 3rd to 5th students who respond favorably to the question "How often are you able to control your emotions when you need to?" will increase from 56% (Spring 2023) to 57% (Fall 2023) to 58% (Winter 2023), and 59% (Spring 2024).

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Students will be provided with instruction on developing a growth mindset (including how to utilize Mindfulness strategies).	The percentage of 3rd to 5th students who respond favorably to the question "How often are you able to control your emotions when you need to?" will increase from 56% (Spring 2023) to 57% (Fall 2023) to 58% (Winter 2023), and 59% (Spring 2024).	At Risk	Students are not able to regulate their emotions when they need to. They seem to lack the confidence in their ability to use strategies that they have been taught.	The counselor will work closely with classroom teachers to identify students that are having difficulty regulating emotion to create small counseling groups to focus on regulation strategies. In addition, the counselor will conduct classroom lessons that focus on regulation strategies for all student 2-5. Reinstate modeled strategies through morning announcements (GMJags).	Time to create the modeled strategies for GMJags, creation of small counseling groups, and classroom lessons.