

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: Blue Diamond ES

Inquiry Area 1 - Student Success

Increase reading proficiency from 82% to 90% as measured by the spring MAP Assessment. Increase math proficiency from 79% to 90% as measured by the spring MAP Assessment by May 2024.

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>
Increase consistency in providing differentiated Tier 1 instruction in reading and math with appropriate scaffolds.	Teachers will provide differentiated tier 1 instruction with scaffolded supports to increase reading proficiency from 82% to 90% and math proficiency from 79% to 90% as measured by the spring 23-24 MAP Assessment.	At Risk	Our goal was based on data from the spring 22-23 MAP assessments. We learned that the data from the fall MAP assessment 23-24 showed a lower percentage of students proficient in both reading and math. However, we are not changing our goal. We feel that we will still be able to achieve the goal.	Teachers are implementing enVision math and the HMH reading program with fidelity. The next steps are for them to continue to provide quality tier 1 instruction with the program. Teachers will continue to receive training with the new HMH Into Reading program.	To be successful teachers will use PLC time to familiarize themselves with the new reading program and prepare for quality tier 1 instruction. They will collaborate during PLC with strategists to plan for instruction, model lessons, provide feedback, and analyze data.

Inquiry Area 2 - Adult Learning Culture

Maintain the percentage of teachers utilizing the data from formative assessments to drive their targeted instruction through staff surveys in the winter and spring of the 23-24 school year

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Teachers attend weekly PLC meetings to consistently engage in PLC's to align instruction/tasks to standards while following CCSD Teaching and Learning Cycle.	If teachers create and use common formative assessments for each standard, they will be able to provide consistent expectations of student achievement toward mastery of standards across the entire grade level. This will ensure that all students have the same success criteria which will lead to increasing student proficiency from 82% in reading to 90% and from 79% in math to 90% by May 2024 on the spring MAP assessments.	Strong	Preliminary data shows teachers are creating learning intentions that align with the standard. Teachers are also creating success criteria for the standards that can be used to create the aligned/common formative assessments.	Classroom teachers will use PLC time to develop learning intentions, success criteria, and unwrap standards to plan for instruction and assessments. Admin will continue to compile data from classroom walkthroughs to determine the percentage of classroom tasks that align to the standard being taught.	We need a bigger data sample to ensure the actions are effective and consistent.

Inquiry Area 3 - Connectedness

Decrease chronic absenteeism from 22% to 15% as measured by FocusED

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Utilize school wide incentives to decrease the amount of student absences. This will allow students to have access to quality educational experiences on a consistent basis.	Increase daily student attendance to decrease chronic absenteeism	Strong	Initial data shows that our chronic absenteeism has decreased to 7% This is meeting our goal, so far.	The next steps are to continue to monitor chronic absenteeism and implement schoolwide systems, such as check-in-check-out, attendance contracts, parent meetings, and school-wide incentives to encourage students to come to school.	We need staff members to consistently monitor student attendance and communicate with families, as well as a system of rewards and incentives as motivation for students and families to be present at school.
Admin will plan schoolwide student events	The events will motivate students in order to decrease student absences to less than 10% of the accrued school days in the school year.	Strong	Initial data shows that our chronic absenteeism has decreased to 7% This is meeting our goal, so far.	The next steps are to continue to monitor chronic absenteeism and implement schoolwide systems, such as check-in-check-out, attendance contracts, parent meetings, and school-wide incentives to encourage students to come to school.	We need staff members to consistently monitor student attendance and communicate with families, as well as a system of rewards and incentives as motivation for students and families to be present at school.