

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: Greenspun Junior High School

Inquiry Area 1 - Student Success

As measured by the MAP Growth Assessment data, increase the overall percentage of students who meet or exceed the 41st percentile on the math assessment from 52% (fall 2024) to 53% (winter 2024) to 55% by spring 2025.

As measured by the MAP Growth Assessment data, increase the overall percentage of students who meet or exceed the 41st percentile on the reading assessment from 51% (fall 2024) to 52% (winter 2024) to 54% by spring 2025.

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 implementation do you see?</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>
Implement and monitor Tier I and Tier II instruction in the math and ELA content areas, focusing on curriculum, instructional best practices, data analysis, and student goal setting during weekly Professional Learning Communities. Discuss and implement strategies from the MTSS Framework in weekly teacher Professional Learning Communities.	Increase the percentage of students who meet or exceed the 41st percentile on the MAP math and reading assessment. Utilize fundamentals HMH resources to improve reading scores. Carnegie Learning, Achieve3000, Mathia, and Edmenton	Strong	Administrator survey data indicate that teachers are given more time to plan during PLCs and focus on the Teaching & Learning Framework, such as CCSD Pacing guides, Teacher Clarity Guides, and curriculum planning time. Provide instructional planning days and High- Leverage Instructional strategies training to support teachers' instructional practices.	Administrators conduct data analysis training with the staff during PLC days on strategies to improve student outcomes. ELA and math teachers will analyze, discuss, and implement strategies to increase the student population at or beyond the 41st percentile.	Administrators will observe PLCs frequently and review submission form. ELA and math teachers will complete a MAP Data Analysis Instructional Support during the November Staff Development meeting.

Inquiry Area 2 - Adult Learning Culture

Provide professional development opportunities quarterly in addition to staff development day, as measured by professional learning agendas.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
All teachers will engage in high-quality Professional Learning Communities to plan instruction and analyze students' performance to respond to instructional needs.	If teachers utilize classroom benchmarks, Tier I and II Multi System of Supports, and MAP Growth Assessment data reports to place students in tiered groups for targeted instructional support, then students will show an increase in the percentage of who meet or exceed the 41st percentile on the math assessment from 56% in Spring 2024 to 59% growth by Spring 2025 as measured by MAP Math Growth Overview, and students will show an increase in the percent of who meet or exceed the 41st percentile on the reading assessment from 50% in Spring 2024 to 53% growth by Spring 2025 as measured by the MAP Reading Growth Assessment data.	Strong	Adding more time to teacher PLCs improves teacher planning and instructional strategies. Teachers focus on CCSD Pacing and Teacher Clarity guides, learning intentions, success criteria, and instructional materials/resources.	Wednesday morning and after school PLCs for teachers will continue to support teachers with instructional strategies, and analyze and monitor student growth data.	Administrators will monitor Professional Learning Community submissions to support teachers with planning, instructional strategies, and data analysis.

Inquiry Area 3 - Connectedness

Increase the percentage of students who feel a sense of belonging from 46% (fall 2024) to 48% (winter 2024) to 50% by spring 2025 as measured by the Panorama Education Survey.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
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<p>Staff will plan events and activities to engage students and build a sense of community within the school.</p>	<p>Activities and positive initiatives will connect staff and students to the school campus. PBIS initiative (core values)</p>	<p>Strong</p>	<p>Assign the science department to administer the Panorama Survey. Identify an SPP team member to send weekly reminders to the science department, ensuring 95% or higher student participation in the survey. Continue promoting activities that increase Students' Sense of Belonging at the school.</p>	<p>Create Dolphin Day activities each month. Involve student council and leadership students in ways to increase Students' Sense of Belonging at school.</p>	<p>Funding to support the initiatives. Increase student participation by providing incentives that increase school connectedness.</p>