

Act 2 - Status Check 1 Part of the Plan of Operation

Directions:

- 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
- Identify specific **Lessons Learned (Now), Next Steps, and Needs**

Note:
The status you enter will automatically update the accompanying cell on the Master Tracker tab.



Triggs ES

Inquiry Area 1 - Student Success

School Goal: Increase the percent of students scoring above the 61st percentile in math from 42% (fall) to 46% (winter) to 50% (spring) by 2023 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 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 from others in this room and others outside of this room to be successful in taking action?</i>
Unwrap math standards during PLCs, provide math professional development based upon the Math Leader Institute.	Teachers will implement meaningful discourse, goals to focus learning, tasks to promote reasoning, math representations, purposeful questions, building or procedural fluency, productive struggle, and evidence of student thinking.	Strong	Although we have provided pd and focused on unwrapping standards, teachers still need to develop a deep understanding of the intent of each standard and implement Envision with appropriate within lesson pacing and gradual release.	Provide pd on within lesson pacing as well as gradual release in alignment with Envision. Admin and strategists will do this during Feb 16 staff meeting and during March PLC trainings when CCSD Tier 1/PLC expectations will be reviewed.	Timeline for walks and feedback
Implement discourse strategies in all classrooms K-5.	Teacher will provide structures for reciprocal and sustained interactions that enable them to articulate their developing understanding in order to deepen and/or consolidate that understanding or to acquire skills	At Risk	Although we have provided pd on multiple discourse strategies since August 2022, there is inconsistent implementation of structures that provide opportunities to respond for all students.	Revisit expectations related to frequency, type and purpose of discourse strategies and other opportunities to respond. Admin and strategists will do this during February 16 staff meeting.	Timeline for walks and feedback

Teachers will increase the frequency of implementation of effective teaching practices in the Big 5 Literacy Walks conducted by administration in December and February (from x to y—percentage of)

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Increase opportunities to engage with complex text, write and participate in differentiated instruction in reading in alignment with CCSD Literacy Framework, iReady, and quality phonics and vocabulary instruction.	Students will improve their reading scores by participating in differentiated instruction during the Tier 2 Literacy block and during the RTI Tier 2 block (Walk to read).	At Risk	Teachers needed support with ensuring that all students were receiving differentiated instruction during the intervention block. By implementing walk to read during this 30 minute block, all students are receiving direct instruction during this time. Teachers have been provided with phonics and vocabulary pd and resources to implement during whole group and small group instruction.	Continue to support teachers through coaching, observations and feedback from strategists and admin.	Need a new CCSD small group instruction framework to help guide observations of small group instruction.
Provide support to struggling students through strategist assistance with groups and coaching and support to teachers from RB3 strategist.	Teachers will implement differentiated instruction in Tier 1 and Tier 2 according to best practices in literacy instruction.	Strong	Teachers needed support with their small group planning. They have been provided feedback on plans and multiple trainings on how to group students for differentiated instruction.	Continue to make adjustments to strategist groups based upon current student data.	Timeline for walks and feedback

Increase the percent of students who agree or strongly agree that it is easy to get through something even when frustrated from 39.97% to 45% by 2023 as measured by the CCSD Districtwide Survey.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Implement Leader in Me, social emotional learning lessons, and PBIS.	Students will demonstrate improved growth mindset, positive behaviors, and leadership skills.	Strong	Teachers needed more support with implementing Leader in Me lessons and addressing behavior concerns. PD was provided during staff development day in January to address this.	Monitor implementation of student leadership notebooks and student leadership guides to ensure alignment with school expectations and PBIS/Leader in Me philosophy. Admin and behavior strategist will do this.	Timeline, new Leader in Me Coach