

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: Triggs ES

Inquiry Area 1 - Student Success

Increase the percent of students scoring above the 61st percentile in reading from 42% (fall 2022) to 45% (fall 2023) to 49% (winter) to 53% (spring) by 2024 as measured by MAP Growth Assessment.
 Increase the percent of students scoring above the 61st percentile in math from 42% (fall 2022) to 45% (fall 2023) to 49% (winter) to 53% (spring) by 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>
Implement Tier 1 instructional materials and utilize Teacher Clarity resources to guide planning and implementing effective instruction.	If teachers utilize required Tier 1 Instructional materials and provide learning intentions and success criteria (teacher Clarity), then students will have experience with complex texts and standards aligned tasks which will support an increase in the percent of all students proficient in reading to 53% by May 2024 and math to 53% by May 2024, as measured by MAP Growth Assessment.	Strong	Teachers are utilizing Tier I instructional materials and providing students with Learning Intentions and Success Criteria for all Tier I content. Teacher and students are posting Learning Intentions and Success Criteria and they are interacting with them throughout the lessons.	Classroom teachers, learning strategies, and interventionists will work to ensure students are being taught grade level standards. Students will be assessed to determine understanding of standards, data will be analyzed, and based on assessment results, re-teaching will occur the following weeks as needed.	Ongoing professional development with the implementation of Tier I programs and implementation of writing and interacting with Learning Intentions and Success Criteria that are aligned to the standards.

Inquiry Area 2 - Adult Learning Culture

Increase the percent of classroom observations that show evidence of tasks that support overall mastery of the standard(s) from 35% in September to 50 % in January to 75% in April as measured by the Tier 1 monitoring tool. The percent of classroom observations that show evidence of tasks that support overall mastery of the standard(s) will be 60% at the end of semester 1 and 75% at the end of semester 2, 2024 as measured by the Tier 1 monitoring tool.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Increase opportunities to engage with a coach or administrator to reflect on instructional practices.	Teachers will develop more confidence in their teaching practices which will lead to improved outcomes for student achievement.	Strong	Coaching is required for all classroom teachers at Triggs this year. A coaching survey was given to all teachers and they filled out the coaching support they want. The coaches have been scheduling meetings with teachers based on the coaching needs assessment, modeling lessons, and co-teaching in classrooms. This looks different for all teachers based on the needs of the teachers. Administration is also available for teachers based on the needs/directives that have been set for teachers. We have reached out to the district as well to seek coaching support from the Science department due to our low science scores and we are working with the science team and the implementation managers as well.	Continue to provide differentiated coaching support to teachers/grade levels based on data. Coaching support looks different based on teacher request/admin directives. Time presents a challenge as well as the people available to provide coaching support. We utilize data from the Tier I monitoring Tool to continue to provide coaching support to classroom teachers.	Administration needs to continue to conduct classroom walks and observations to collect data. We will continue to use the Tier I Monitoring Tool to determine the next steps. We will schedule classroom walks with the strategist and interventionist to collect more data to ensure we are collecting ongoing data.

Inquiry Area 3 - Connectedness

Increase the percent of students who can get themselves to relax when upset from 44% Fall 2022 to 47% Fall 2023 to 50% Winter to 52% Spring 2024 as measured by the Panorama Survey.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Implement new Leader in Me curriculum, PBIS, and Panorama strategies aligned to data to provide Multi-Tiered Systems of Support (MTSS) for social-emotional learning and behavior.	If teachers consistently implement new Leader in Me curriculum, PBIS, and aligned Panorama strategies, then students will have experience with learning strategies to regulate their emotions which will support an increase in the percent of all students reporting they can get themselves to relax when to 52% by May 2024 as measured by Panorama Survey.	Strong	We are implementing the new Leader in Me Curriculum, PBIS, and Panorama strategies in classrooms. Our explorations teacher began the year implementing these strategies to all of our students to support social-emotional learning. She focused on areas that needed the most support based on data taken from the Panorama and MRA Survey.	Our behavior strategist continues to monitor data from the Panorama survey and pulls small behavior groups and monitors progress to support social-emotional learning.	Continue to pull students and work with them to support social-emotional and behavioral strategies. This will be done by both the humanities teacher and the behavior strategist. We will also continue to support students on an individual level by referring to outside services as needed.