

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: Doris French

Inquiry Area 1 - Student Success

Differentiated supports will be implemented for high need groups (ELL, SPED, Complex trauma) to rebound from lost learning will be observed in 75% of Instructional Walkthroughs by the end of the year.

Increase the percent of students meeting or exceeding the established growth target in reading from 0% (winter) to 5% (spring) by 2024, as measured by the MAP® Growth™ Assessments.

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 you seeing?</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>
English Language Learners will have equitable access to high quality, standards based Tier 1 instruction through the implementation of the Teaching and Learning cycle. Equitable access to high quality, standards based Tier 1 instruction through the implementation of the Teaching and Learning Cycle. Special Education students will have more access to Tier 1 instruction and additional support in the Tier 1 environment.	All ELL students will receive differentiated scaffolding to assist with accessing Tier 1 instruction in an equitable manner as observed in instructional rounds, lesson plans, and observation data.	At Risk	Our students have more exposure to Tier 1. Instructional rounds and observations demonstrated scaffolding in most classrooms, sometimes overscaffolding.(Spring 2023) Current rounds demonstrate new teachers have difficulty scaffolding and differentiating for their diverse students. Strategist are not in the rooms modeling and supporting when needed.	Modeling of sentence frames and appropriate scaffolds for EL students and language acquisition. REview sentence frames and discourse stems with teachers in October PD-Garreffa and Villarreal-Crabb. New teacher training during weekly session- RBG3 Coach. RBG3 Coach is reading out to the EL department for continued ULD supports in December.	Strategies to get teacher by-in for implementation of the strategies.
Special Education students will have more access to Tier 1 instruction and additional support in the Tier 1 environment.	Students with IEPs will have additional access to Tier 1 instruction with supports to increase their reading and math proficiency, as observed in observations and instructional rounds.	At Risk	Our students have more exposure to Tier 1. Instructional rounds and observations demonstrated scaffolding in most classrooms, sometimes overscaffolding.(Spring 2023) Current rounds demonstrate new teachers have difficulty scaffolding and differentiating for their diverse students. Special education teachers are not being used as a resource for differentiating instruction for Tier 1.	In October work with new teachers and SPED team on input for scaffolding for the diverse SPED students. October staff training on working with SPED team on strategies to help all students learn to read.	Allocate additional funding for after school/ prep buyouts for planning time for teachers and SPED team.

Inquiry Area 2 - Adult Learning Culture

By the end of the school year, 80% of PLC meeting agendas and observations will demonstrate that data is used in a quick and effective manner to drive high quality instruction for all students.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Increase the quality of Tier 1 instruction through PLC+ strategies that use the teaching and learning cycle to plan and analyze/respond with rigorous teaching practices.	PLC meetings will allow teachers to use grade level assessment data and STAR data to determine rebound learning that is needed to help students fill gaps needed to master grade level standards, as demonstrated through PLC agendas and PLC meeting discourse and lesson planning.	Strong	PLC meetings are implemented as half day sessions once a month. Admin and strategiest add support. Learning intentions and success criteria are reviewed and determined. New HMH materials and standard alignment are reviewed. Additional funds are used to support the grade levels in after-school PLC.	Continue to provide time for PLC sessions. Add learning intention creation to PLC agenda.	Admin and RBG3 coach to support teachers on their continued growth.

Inquiry Area 3 - Connectedness

Decrease the number of major behavior incidents (111) from 40 events(quarter 1) to 30 (quarter 2) to 20 (quarter 3) to 15 (quarter 4) by 2024 as measured by IC behavior data.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Strategist will work with counselor and administrators to do check-ins and academic and behavior supports in the classroom to help students acquire ready to learn behaviors. Counselor and strategist will work together to help students understand their circle of influence and how to manage influences that they are not able to control.	Students will have access to a variety of wraparound and SEL supports to help them feel supported at school. Students will know where to go for help and learn strategies for self control and problem-solving.	At Risk	Counselor and Behavior strategiest have been used as substitutes, so have not been able to complete their wraparound services to extent planned.	Refrain from using Guidance Counselor and Behavior Strategist as substitute teachers.	Dedicated substitute teachers to cover classrooms. More time for team to meet and determine action steps for students with significant needs.

