

**\*\*Only type in the yellow cells.\*\***

**Directions and Resources for Status Check 2**

**Status Tracker Directions:**

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

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

**Note:**

The status you enter from the drop-down lists will automatically update the accompanying cell on the Master Tracker tab.



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>	A	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 team has been working hard. Data shows students are receiving supports in Tier 1 instruction. We are implementing more tools, sentence frames, google translate, peer supports to provide students more equity to instruction. SEM Club demonstrated students speaking and listening at higher levels. We need to create a system for the newcomers that enter after January- sustainable implementation.	Read by Grade Three Coach will help create a system to support our newcomers. Additional STEM Tutoring will be used, out of Title 3, to support the new students with language acquisition and using available tools.	We need to make sure all staff working with our students are trained in EL strategies. We are also encouraging teachers to complete ULD in Canvas.
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	Students that remain in Tier 1 are demonstrating growth. Mindset for staff needs to change to embrace coteaching and strategies to support Tier 1.	More support for teachers that are learning to coteach and support in Tier 1. Time for observations in classrooms that are successful.	Training and time for observations of rooms that are supporting our SPED students with rigorous Tier 1 instruction.

**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 time continues to be implemented with integrity. NWEA rep is present at some meetings. Teachers have moved to a more team like mentality and have learned to look at individual student needs to drive scaffolding in Tier 1.	Continue to grow teachers' ability to use the time to drive instruction with data.	Continued implementation.

**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.	Strong	Students are utilizing all resources- Behavior Strategist, Counselor, and Therapist. They are comfortable making requests, as shown on recent Panorama survey. Students are using the school as their "safe place" and seeking supports as needed.	Continue implementing strategies to support students. Move from Miracle Minds to a school funded Social Worker.	Hire social worker that aligns with school pedagogy.