

Act 2 - Status Check 1 Part of the Plan of Operation Directions: <ul style="list-style-type: none"> Rate the overall status of each improvement strategy: <ul style="list-style-type: none"> 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 					
<p style="text-align: right;"><i>Note:</i> The status you enter will automatically update the accompanying cell on the Master Tracker tab.</p> <p style="text-align: center;">↓</p>					

School Name: Thorpe ES

Inquiry Area 1 - Student Success

Increase the percent of all students meeting Adequate Growth Percentile (AGP) in ELA from 31.8% (2019-2020) to 42% by 2023, as measured by state summative assessments, and reported on the NSPF.		Met MAP Projected Growth: Math 47% Reading 41% Compare to winter 2021-2022: Math 46% Reading 44%			
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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>
Implementing a consistent school-wide curriculum	The percent of students meeting or exceeding the established growth target will be 39% (winter) and 42% (spring) by 2023 as measured by the MAP Growth Assessment.	Strong	We offered incentives to students and had each student be aware of their goals. All teachers are using ReadyGen and Envisions. Teachers could be consistent with goal setting.	Have teachers ensure all students are logged on before starting the test. Have teachers individually set goals with students. We will talk about goal setting in January PD.	Leadership team will continue to assist with logging in and setting goals. Teachers could discuss test taking strategies. Teachers could create a data wall in the classroom.

Inquiry Area 2 - Adult Learning Culture

By the midyear, the leadership team will develop a structure for PLC meetings. By the end of the year, teachers will consistently follow the developed PLC structure. PLC structures will focus on vertical alignment and data analysis.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Use of EasyCBM data, envision data, ReadyGen data and a consistent structure. Teachers will focus on standards and unwrap those standards, focus on vertical alignment, and reassessments.	All students experience continued academic growth	Strong	Strategists went to another school to monitor PLCs being implemented. We merged their form and the form we had, along with using PLC plus resources. The teachers have been working on common assessments aligned to specific standards. The structures are new and three grade chairs need additional training on how to be an activator during the meetings.	Substitutes will be requested from the Transformation Network to free time for grade level chairs to receive additional professional development.	Leadership team will create a schedule to ensure they can attend PLC meetings regularly.

Inquiry Area 3 - Connectedness

Decrease the percentage of major behavior incidents by 10% (100 major events at the end of semester 1 to 90) by 2022 as measured by Infinite Campus/Behavior Analysis Visualization.		Quarterly Progress Monitoring Report Major Events: Quarter 1 - 14 Quarter 2 - 17 Total - 31 Compare to 2021-2022: Major Events: Quarter 1 - 7 Quarter 2 - 17 Total at Q2- 24			
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Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Social Worker, Counselor, Wraparound Services, school wide expectations	We will decrease the amount of behaviors and class disruptions	At Risk	Due to the fact that behaviors were not consistently reported in Infinite Campus, we are still getting a baseline for behavior data and resolutions. Since implementing schoolwide expectations, staff has noticed less negative behaviors in the hallway and in their rooms.	Behavior assemblies throughout the year, continue positive reinforcers, use Class Dojo to track positive and negative behaviors, work with families on wraparound services, continue communication with families on expectations.	Continue to support staff on how to enter behaviors and the importance of entering behaviors. Reminding staff to have progressive discipline plans within their rooms as well as reminding the students/staff of schoolwide progressive discipline.