Act 2 - Status Check 1

Only type in the yellow cells.

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

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.
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School Name: Jim Thorpe Elementary School

Inquiry Area 1 - Student Success

School Goal: Increase the percent of all students meeting Adequate Growth Percentile (AGP) in ELA from 31.8% (2021-2022) to 45% by 2024, as measured by state summative assessments, and reported on the NSPF.
AB 219: Quantitative Attainable Goal
Increase the percent of EL students meeting Adequate Growth Percentile (AGP) in WIDA from 30% (2021-2022) to 40% by 2024, as measured by the WIDA ACCESS and reported on the NSPF.

Improvement Strategies	Intended Outcomes/Formative Measures	Status *Are we implementing the improvement strategy as planned?*	Now (Lessons Learned) *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?*	Next (Next Steps) *What specific actions do we need to take to address the challenges and performance gaps we've identified? By when? By whom?*	Need *What do we need to be successful in taking action?*
Implementing a consistent Tier 1 school-wide curriculum for ELA as well as a Reading Skills Center.	The percent of students meeting or exceeding the established growth target will be 42% (winter) and 45% (spring) by 2024 as measured by the MAP Growth Assessment.	Strong	Gathered materials to be distributed Strategist provided trainings for staff Administrators conducted observations and walkthroughs	Administrators will set up differentiated coaching cycles based on walkthrough evidence collected CTTs provide interventions for small groups	Purchase prep periods in order to provide time for learning walks (Strategic budget) Certified Temporary Tutors to provide Tier II interventions to students identified as at-risk (Weighted at-risk Funding)

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 FastBridge data, envision data, HMH Into Reading data and a consistent PLC structure. Teachers will focus on standards and unwrap those standards, focus on vertical alignment, Tier I materials, and reassessments.	All students experience continued academic growth.	Strong	Administration will present April region collaborative and Teacher Clarity Guides. Leadership team will meet with PLC activators to review and discuss how to develop success criteria and learning intentions. Leadership team will engage model success criteria PLCs with each grade level Strategists and administration will model and engage teams in the first PLC of the school year.	Strategists wll guide teams in creating success criteria for Module 2, Week 1. Administration and leadership team will observe PLCs weekly to collect data and determine next steps.	Purchase prep periods in order to provide time for learning walks (Strategic budget) Certified Temporary Tutors to provide Tier II interventions to students identified as at-risk (Weighted at-risk Funding)

Inquiry Area 3 - Connectedness

Decrease the percentage of chronic absenteeism from 45% to 30% by 2024 as measured by Attendance Reports on Focus Ed or Datalab.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Provide Multi-Tiered Systems of Support to improve attendance	We will decrease the amount of chronic absenteeism by 15%.	At Risk	Administration will meet with MLT/MTSS on a weekly basis to discuss data and supports needed for specific students. Admin will communicate attendance plan/incentives with staff	Behavior strategist/counselor/CIS will work to identify students and families that need additional support	Additional parent notification, additional incentives for improved attendance