Act 2 - Status Check 1

[Directions and Resources for Status Check 1](#)

Only type in the yellow cells.

School Name: Iverson ES

Inquiry Area 1 - Student Success

On the MAP Growth reading and math assessment, Grades K-5 students scoring in all initial achievement bands have a median student growth percentile of at least the 60 percentile.

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?
Implement consistent Tier I instruction that meets the expectations of the Teaching and Learning Cycle. Provide school-wide intervention and enrichment for reading and mathematics.	Implement all components of the Tier I programs within the suggested time frames on the Instructional Frameworks. Increase student mastery across all subgroups. Increase percent of students meeting their projected growth. All students have opportunities for written and oral discussions	At Risk	Students are making growth with 95 Phonics: August to October data for lowest groups schoolwide: 91 students in Aug in CVC group to 52 in CVC group in Oct. Continue teaching 95 Core and 95 intervention.	Administation will observation classrooms with Look-fors to determine if all Must Do components are being taught in all classrooms; Literacy specialist model lessons to assist with pacing and comprehension portion; and leadership team meets with 95 Percent Group and Into Reading for additional program support	Set dates for observations; set dates with vendors for follow-up meetings
Provide school-wide intervention and enrichment for reading and mathematics.	Decrease the percent of students below grade level. Increase the growth percentage by having students receive targeted intervention to increase growth and master grade-level skills. Increase the percent of students needing enrichment support. Increase the number of EL students who met the projected growth on MAP Growth Assessment.	At Risk	How do we decrease the group sizes of lowest intervention group with the letters and sound groups in Grade 2 and Grade 3.	Administation will observation classrooms with Look-fors to determine if I do, we do, and you do are implemented in all intervention classrooms; Literacy specialist model lessons to assist with pacing and specific components based on teacher's needs; and during data talks groups are based on suggesions from 95 Percent Group during next round of data talks; and administration continues data talks and literacy specialist supports with RTI during data talks	Intervention teacher will provide PSI assessment for Skill 5 group in Grade 5 and Skill 6 Group in Grade 4 to properly place students based on 95 Percent group leadership meeting then reassign students based on assessment results.

Inquiry Area 2 - Adult Learning Culture

Increase the number of grade levels using common formative and summative assessment data to inform instruction and monitor students' learning from 10 at the end of semester 1 to 20 at the end of semester 2, as measured by PLC observations

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Administration intentionally supports PLC meetings.	Teachers will plan and teach purposefully planned learning tasks and activities to increase the overall proficiency for all students on grade level common assessments. Written and oral opportunities are provided for students to represent their understanding of standards through high-leverage instructional strategies.	At Risk	Tier II planning during PLC data talks have purposefully planned learning tasks from 95 intervention; vocabulary tasks in Tier I have high-leverage strategies, but need support with oral and written opportunities for reading workshop activities	Administration will add each grades PLC meetings to school calendar; admin supports with planning for instruction to ensure all students learn with oral and written opportunities	Schedule and attend PLCs
Provide professional learning for all classroom teachers on effective PLCs following a common, schoolwide structure.	PLC meetings will provide opportunities for grade levels to have data-driven conversations to create purposefully planned lessons and common formative assessment to increase achievement across all content areas. All teachers will complete the CCSD required ULD professional learning to build their capacity on addressing the language development needs of ELLs.	Needs Immediate Attention	FocalPoint data shows that not all classrooms have learning intentions and success criteria posted in classrooms, especially in reading. Need support with unwrapping the standards including learning intentions and success criteria in ELA	Administration will add each grades PLC meetings to school calendar; admin supports with unwrapping the standards including learning intentions and success criteria in ELA	Schedule and attend PLCs

Inquiry Area 3 - Connectedness

The school goal is to decrease chronic absenteeism by 3.2 percentage points from 32.3% in 2022 to 29.1% in 2024 as measured by the NSPF.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Implement attendance intervention process (Absenteeism and Truancy: Interventions and Universal Procedures (ATI-UP) Teach and reinforce new skills to increase appropriate behavior and preserve a positive classroom climate.	Decrease Iverson's chronic absenteeism to 29.1%. Decrease EL students chronic absenteeism.	At Risk	Currently, Iverson's chronic absenteesim is 27% on 10/17/23.	Family/Teacher assistant will continue with letters, phone calls, TPOP, and house visits	Additional support with mental health awareness for students
Teach and reinforce new skills to increase appropriate behavior and preserve a positive classroom climate.	Districtwide Survey increase by 10% in the staff feeling there are clear rules for behavior. Increase the amount of instructional time students are in the classroom.	At Risk	95.7% of students do not have behavior infractions; 24 students account for the infractions; 53% of incidents are from Grade 1; Challenges: 2 students from Grade 1; Need additional behavior support from SSD behavior interventist.	Principal will call for support from SSD; Principal will post new positions in budget; counselor push in behavior lessons in class	Hire behavior support and aides to support resource students; in-house suspension staff