

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: Iverson ES

Inquiry Area 1 - Student Success

Increase the percentage of students meeting or exceeding the established growth target in math from 59% 2024 (spring) to 64% (spring) by 2025, and reading from 51% 2024 (spring) to 56% (spring) by 2025, 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 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 to be successful in taking action?</i>
Implement consistent Tier I instruction that meets the expectations of the Teaching and Learning Cycle.	<ul style="list-style-type: none"> ● Implement all components of 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	Continue implementation of programs Strategist will work with coaching and modeling of programs Is the writing intended to be a workshop? How to implement sentence structure when it's assumed it has been taught K-5?	Strategist and teachers look at vertical alignment with the writing modules to identify gaps on staff development day HMH rep supports grade levels in modeling of lessons, debrief, and observations Strategist works with HMH rep to ask questions from staff	Planning the next steps by November Continue observations and make tweaks, as needed Celebrate positive instructional successes
Provide school-wide intervention and enrichment for reading and mathematics.	<ul style="list-style-type: none"> ● 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. 	At Risk	Gaps in grade levels on skills for students How to read the reports? ELL support needed across grade levels	How to reward students on progress checks? Goal setting for students Exact Path training on reports 95 rep model and observe inst. aides SOSA will support with ELL groups on days not subbing	Contact 95 rep and schedule model lesson with instructional aides Create ELL support schedule for SOSA

ELL support for students

Increase the number of grade levels using common formative and summative assessment data to inform instruction and monitor students' learning from three at the end of semester 1 to six 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.	<ul style="list-style-type: none"> ● 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	On track to goal with supporting teachers; however, need additional pd to fully implement	Principal goes over PLC documents with grade levels	Schedule times for PLCs with principal
Provide professional learning for all classroom teachers on effective PLCs following a common, schoolwide structure.	<ul style="list-style-type: none"> ● PLC meetings will provide opportunities for grade levels to have data-driven conversations to create purposefully planned lessons and common formative assessments 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. 	At Risk	On track to goal with supporting teachers; however, need additional pd to fully implement	Principal goes over PLC documents with grade levels AP will email teachers who have not completed ULD professional learning	Schedule times for PLCs with principal Assist teachers with data-driven conversations as needed

Inquiry Area 3 - Connectedness

The school goal is to decrease chronic absenteeism by 3.2 percentage points from 23.3% in 2024 to 20.1% in 2025 as measured by the NSPF. The goal with MDP excluded is 16.3% to 13.1%.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
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Implement attendance intervention process (Absenteeism and Truancy: Interventions and Universal Procedures (ATI-UP))	<ul style="list-style-type: none"> • Decrease Iverson's chronic absenteeism to 20.1% and 13.1% with MDP excluded. • Decrease Black students' chronic absenteeism. 	Needs Immediate Attention	Home visits are not happening since we do not have the position filled How to we students to want to be at school? incentives/jobs How can we share Pipeline to Prision video with parents	Teachers planning engaging lessons with current curriculum with GYTO activities Home visits consistent with flyers for community resources from Family Engagement	Post Family Engagment activites on website and other school media sources Need hire to start for home visits, incentives, phone calls, and community resources
Teach and reinforce new skills to increase appropriate behavior and preserve a positive classroom climate.	<ul style="list-style-type: none"> • 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. 	Needs Immediate Attention	Hallway behaviors reinforce Reduce caseload for behavior strategist and then focus on classroom support	Add PBIS training for teachers at staff meetings from behavior strategist and AP Staff member for each pod come into the main hall for morning and intervention transitions	Plan what staff meeting to additional PBIS details