

## Act 2 - Status Check 2 (Plan of Operation Requirement)

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

### Directions and Resources for Status Check 2

#### Status Tracker Directions:

- 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.



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<br><i>Are we implementing the improvement strategy as planned?</i> | Now (Lessons Learned)<br><i>What does our progress monitoring data reveal about progress toward our goal?<br/>What are we learning as we implement our improvement strategies?<br/>What challenges with implementation and gaps in performance are we noticing?</i> | Next (Next Steps)<br><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<br><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"> <li>Implement all components of Tier I programs within the suggested time frames on the Instructional Frameworks</li> <li>Increase student mastery across all subgroups</li> <li>Increase percent of students meeting their projected growth</li> <li>All students have opportunities for written and oral discussions</li> </ul> | At Risk   | Continue implementation of programs<br>Strategist will work with coaching and modeling of programs<br>Is the writing intended to be a workshop?<br>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<br>HMH rep supports grade levels in modeling of lessons, debrief, and observations<br>Strategist works with HMH rep to ask questions from staff | Planning the next steps by November<br>Continue observations and make tweaks, as needed<br>Celebrate positive instructional successes |
| Provide school-wide intervention and enrichment for reading and mathematics.                            | <ul style="list-style-type: none"> <li>Decrease the percent of students below grade level.</li> <li>Increase the growth percentage by having students receive targeted intervention to increase growth and master grade-level skills.</li> <li>Increase the percent of students needing enrichment support.</li> </ul>   | At Risk   | Gaps in grade levels on skills for students<br>How to read the reports?<br>ELL support needed across grade levels   | How to reward students on progress checks?<br>Goal setting for students<br>Exact Path training on reports<br>95 rep model and observe inst. aides<br>SOSA will support with ELL groups on days not subbing  | Contact 95 rep and schedule model lesson with instructional aides<br>Create ELL support schedule for SOSA                             |

#### 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 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"> <li>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.</li> </ul>   | 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"> <li>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.</li> </ul> | At Risk | On track to goal with supporting teachers; however, need additional pd to fully implement | Principal goes over PLC documents with grade levels<br>AP will email teachers who have not completed ULD professional learning | Schedule times for PLCs with principal<br>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 |
|------------------------|--------------------------------------|--------|-----------------------|-------------------|------|
|------------------------|--------------------------------------|--------|-----------------------|-------------------|------|

|  |  |                           |  |   |   |
|--|--|---------------------------|--|---|---|
| Implement attendance intervention process (Absenteeism and Truancy: Interventions and Universal Procedures (ATI-UP)) | <ul style="list-style-type: none"> <li>Decrease Iverson's chronic absenteeism to 20.1% and 13.1% with MDP excluded.</li> <li>Decrease Black students' chronic absenteeism.</li> </ul>  | Needs Immediate Attention | <p>Home visits are not happening since we do not have the position filled</p> <p>How to we students to want to be at school? incentives/jobs</p> <p>How can we share Pipeline to Prison video with parents</p> | Teachers planning engaging lessons with current curriculum with GYTO activities<br>Home visits consistent with flyers for community resources from Family Engagement                      | Post Family Engagement activities on website and other school media sources<br>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"> <li>Districtwide Survey increase by 10% in the staff feeling there are clear rules for behavior.</li> <li>Increase the amount of instructional time students are in the classroom.</li> </ul> | Needs Immediate Attention | <p>Hallway behaviors reinforce</p> <p>Reduce caseload for behavior strategist and then focus on classroom support</p>  | <p>Add PBIS training for teachers at staff meetings from behavior strategist and AP</p> <p>Staff member for each pod come into the main hall for morning and intervention transitions</p> | Plan what staff meeting to additional PBIS details  |