

**Act 2 - Status Check 1 Part of the Plan of Operation**

**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
- Identify specific **Lessons Learned (Now), Next Steps,** and **Needs**

**Note:**  
The status you enter will automatically update the accompanying cell on the Master Tracker tab.



**School Name: Iverson Elementary School**

**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 50 percentile. Increase the percent of English Language (EL) students who met the projected growth on the MAP Growth Reading and Mathematics Assessment by 5%.

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>
Hire one Grade 5 teacher, one autism teacher, and one instructional aide. School-wide intervention and enrichment for reading and Step 3 block for enVision Mathematics in schedule.	Class size in Grade 5 will reduce the class size from 29 to 21.8 students per class. The intermediate autism class will have a fully staffed classroom to support the learning goals of all students. The instructional aides and CTT will provide Tier II small-group instruction to identified students in each grade level after professional learning has been provided in mathematics and reading. 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	Grade 5 is fully staffed, autism has a long-term sub until spring break, but have prospects for next school year. The third instructional aide begins on 2/2/23. Currently, need an additional CTT to support math intervention. Our current CTT only works on Fridays. MAP Growth Data: Closing the gaps. <a href="#">Link</a> to data.	Staff recruit: District purchased business cards for recruitment purposes. We have a CTT and intermediate autism aide with applications in the human resources.	-Tier II curriculum and enrichment support

**Inquiry Area 2 - Adult Learning Culture**

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 50 percentile. Increase the percent of English Language (EL) students who met the projected growth on the MAP Growth Reading and Mathematics Assessment by 5%.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Provide professional learning for Grades K-5 based on data from school-wide classroom walks for intervention/enrichment and enVision mathematics. Provide professional learning for all classroom teachers in PLCs and after school.	Teachers will implement effective mathematics and intervention/enrichment instruction with appropriate pacing based on the necessary components of enVision's math and protocols for math and reading intervention to increase the overall proficiency. 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 complete the CCSD required ULD professional learning.	At Risk	Strong: On the reading MAP Growth assessment, all deciles were at or above 50th percentile in growth expect the 80th percentile group. In Math, all but three deciles were at or above the 50th percentile in growth (20th, 60th, and 90th). At-risk: 19 teachers need to complete Understanding Language Development (ULD) from the ELL department. MAP Growth Data: Closing the gaps. <a href="#">Link</a> to data.	Continue reading data talks. Arrange for teachers to complete ULD. Calendar out time during staff meeting to do 30-minute professional learning sessions to support vocabulary instruction and language strategies that are embedded into content areas.	-New ELA Tier I and tier II curriculum with training. Additional paid to include discourse strategies.

**Inquiry Area 3 - Connectedness**

The school goal is to decrease the chronically absenteeism rate by 5%.

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 26% and decrease EL students chronic absenteeism. 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	On the 109 day of school, Iverson's chronically absenteeism is 30.4%. LEP: 31.9% IEP: 32.8%, highest-African American: 33.7% and lowest- Asian: 9.5%	-Referrals for watch students, if needed to Truancy Prevention Outreach Program (TPOP).	-Family meetings