

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:

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.



School Name: Carl ES

Inquiry Area 1 - Student Success

Increase the percentage of students scoring above the 40th percentile in math from 36% Fall 2024 to 57% (winter) to 59% (spring) by 2025 as measured by the MAP Growth Assessment.
 Increase the percentage of students scoring above the 40th percentile in ELA from 44% Fall 2024 to 66% (winter) to 68% (spring) by 2025 as measured by the MAP Growth Assessment.
 Increase the percentage of overall proficient English Language Learners from 5% to 10% by May 2025, as measured by the WIDA Access 2.0.

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>
Ensure differentiated grouping, using data to drive instruction, and planning individual student goals and supports. Strategist will determine leveled groups for small group support. The strategist will be taking data during intervention groups to track the rate of progress and challenging students as they improve. During PLCs, instructional strategies will be discussed along with data to drive the next steps, and the effective use of ELL strategies and practices and next steps/supports will be determined and carried out. (administration and Strategist) Additional staff (CTTs and instructional aides) will be hired to provide Tier 2 instruction. Specialized, small-group instruction is provided to EL students by the Read by Grade 3 Strategist. We will be using Savvas Quick Reads materials purchased through Title III funds. The administration will monitor small-group instruction.)	By strengthening Tier 1 instruction, we will be able to increase the percentage of students performing above the 40th percentile.	Strong	We are continuing to use our MAPS data, CORE, and QSI to track the levels of the students performing below the 40th percentile. K-5 has created a spreadsheet to track data weekly. We continue to look at each subpopulation and are moving forward with strategic targeted daily instruction.	K-5 has created and grouped its students into Tier 2 and Tier 3 remediation. Enrichment groups have been formed with the Math Strategist, and the RBG3 has formed ELL groups to meet the Tier 1-3 needs of our ELL population.	It would have helped to have the sixth CTT hired for third grade.

Inquiry Area 2 - Adult Learning Culture

As monitored by LETRS online platform and student intervention observations, 100% of licensed staff will complete Units 1-5 of the LETRS program by the end of the 2024-2025 school year.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Professional Development for the staff and ongoing PL related to district PLC structures and template while incorporating LETRS strategies.	One hundred percent of the staff will implement LETRS and PLC's with fidelity, which will increase student achievement.	Strong	Nearly 100% of our staff have completed the first 3 units and the three online training.	We will continue with the pre-course work and complete the online portion on our PD days.	One staff member will makeup the missed online training due to training overlap.

Inquiry Area 3 - Connectedness

Increase the percentage of students who can use emotional regulation from 50% Fall 2024 to 51% (winter) to 52% by May 2025, as measured by the Panorama Education Survey.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
------------------------	--------------------------------------	--------	-----------------------	-------------------	------

Provide lessons on Zones of Regulation & Kelso's Choices.	By students feeling safe, ready to learn, and using coping and social strategies, students will increase student achievement and attendance.	Strong	PBIS is going strong here and the use of Carl Cash is becoming more consistent. Students are able to verbalize their emotions more.	Continue with improving our forward motion with PBIS and lessons and groups with the counselor.	We will need to review winter Panorama results with counselor and staff when it becomes available.
---	--	--------	---	---	--