

**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: 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<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 implementation do you see?</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>                                     |
|---|---|---|---|--|---|
| Ensure differentiated grouping, using data to drive instruction, and planning individual student goals and supports.<br>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.<br>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)<br>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 using 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 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. | We need our budget to get finalized to be able to hire our CTT for our Kindergarten and third grades. |

**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 | We had 100% of our staff have completed the first 4 modules and the first online training. | We will continue with the pre-course work and complete the online portion on our PD days. | We are completing the tasks! |

**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 |
|------------------------|--------------------------------------|--------|-----------------------|-------------------|------|
|------------------------|--------------------------------------|--------|-----------------------|-------------------|------|

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|---|--|--------|--|---|---|
| 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 | We have reviewed the Panorama Survey and are meeting with the staff on 10/3/24 to review the results with the counselor. | The counselor will outline the prescribed daily "Morning Meetings." Daily on our Carl News Network, we have our SEL time dedicated daily to our weekly CORE VALUES. | Daily consistency with our PBIS inside and outside of the classrooms. |
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