Act 2 - Status Check 1

Only type in the yellow cells.

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

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: Staton Elementary School

Inquiry Area 1 - Student Success

Increase the percentage of students scoring above the 71st percentile on the MAP Reading assessment as follows: By Winter 2024 all intermediate grades will have at least 60% of students scoring above the 71st percentile and by Spring 2025 all intermediate grade levels will have at least 65% of students scoring above the 71st percentile.

Improvement Strategies	Intended Outcomes/Formative Measures	Status *Are we implementing the improvement strategy as planned?*	Now (Lessons Learned) *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?*	Next (Next Steps) *What specific actions do we need to take to address the challenges and performance gaps we've identified? By when? By whom?*	Need *What do we need to be successful in taking action?*
Teachers will set reading learning goals and action steps for students and create action steps that are monitored for attaining those goals.	Teachers will set individual reading learning goals and action steps with students based off of their MAP scores. All goals will be aligned to specific, measurable action steps that the students will monitor weekly for progress.	Strong	We have completed goal setting PD and all teachers have set goals with their students.	Teachers will continue to monitor goals weekly with their students and adjust if necessary. ExactPath will continue to be utilized to address skill-deficit areas, and admin/strategist will continue to monitor Tier 1 instruction using the Tier 1 Monitoring Tool.	We need Winter MAP data to determine if students are moving towards higher levels of proficiency in reading.

Inquiry Area 2 - Adult Learning Culture

Increase the number of lessons that include differentiation from 25% to 40% as measured by the Tier 1 Monitoring Tool from Fall to Winter 2024 and 60% by Spring 2025.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Teachers will analyze their data (common formative/summative, MAP, etc.) to determine appropriate differentiation for their students to ensure that students' individual learning needs are met.	Teachers will purposefully plan appropriate differentiation to meet the individual learning needs of their students.	Strong	The Tier 1 Monitoring Tool is being used during walkthroughs to collect data on differentiation. Admin/strategists are having ongoing conversations in PLCs and 1:1 conversations about differentiation with teachers.	We will continue to plan for differentiation using formative/summative data during PLC meetings. Admin/strategists will continue to monitor differentiation using the Tier 1 Monitoring Tool and coach teachers as necessary.	We need to schedule instructional rounds.

Inquiry Area 3 - Connectedness

Reduce the average monthly behavior referrals from 37 to 25 from August to December 2024 and from 25 to 20 from January to May 2025.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
The behavior strategist, counselor, and admin will work together to refine the school wide PBIS structures, including creating a system for Tier 2 and Tier 3 behavior supports for students with repeated behavior referrals.	We will decrease the average number of behavior referrals in Infinite Campus from 37 to 25 from August through December 2024.	Strong	Our behavior strategist has attended 1 of 4 PDs on Behavior Tier 2. She is working to create systems and structures at Staton to support our Behavior Tier 2 students. Behavior strategist is working with individual teachers and students on behavior modification strategies.	Behavior strategist will attend the remainder of the PDs on Behavior Tier 2, finish Staton's Tier 2 plan, and train the staff on it.	We need time to complete the plan and train the staff on it.