

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: **Newton ES**

Inquiry Area 1 - Student Success

Based on MAP data from Fall 2024, we seek to increase the percent of students meeting/exceeding growth projections in Math from 37% (spring 2024) to 50% (Winter 2024) to 60% (Spring 2025) as measured by MAP Growth Assessments.

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</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>
Teachers will collaborate during PLCs to design common assessments based on DRC interim assessments and quality instructional materials. Teachers will review student performance data to make changes and impact student learning including Lexia, Star tests, Exact Path ELA/Math, Xtramath, and EnVision.	<i>Teachers will utilize quality materials for Tier 1 instruction and supplement with interventions that specifically impact student learning.</i>	At Risk	At this point, we are aware of student progress in class over the last 10 weeks. Additionally, we see a need for Tier 1 differentiated groups in Math blocks.	<i>Supportive RTI for Tier 2 groups: Continued All teachers, RBG3, CTTs Data review based on student work and used to take action: Ongoing: Grade levels, admin, RBG3, CTTs CTT/Read by grade 3 strategist support grade levels and small groups. Ongoing Long range plans and pacing guides: Ongoing: Grade levels and admin Shared lesson plans: Ongoing: Grade Levels Look For Tools: Teachers and admin Clarity Guides: Teachers and admin Pacing Guides: Teachers and admin</i>	Look For Tools Clarity Guides Pacing Guides Curriculum Hub Current level of trust among grade levels. Potential solution is the building of team trust and collective efficacy Limited time on staff development days. Potential solution is using mornings and PLC time.

Inquiry Area 2 - Adult Learning Culture

Based on an administrator survey that only 20% of our PLC meetings are data focused, our goal is that by the end of the 24-25 school year that 80% of PLC meetings will document teachers' backwards planning, analyzing assessments and student performance, and tracking progress toward meeting goals as measured by PLC observations and peer assessments.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
<i>Utilize PLC Framework and improve PLC practices and structures that ensure that grade levels are backwards planning with standards in mind, analyzing assessments, student performance, and progress toward meeting goals. We will be assigning goals to PLCs and teachers will share their data through agendas. Additionally, teachers will review student assessment data in alignment with the Standards of Mathematical Practice.</i>	Common assessments will align to standards and student grades will match their progress on MAP testing.	At Risk	We are seeing a need for extremely structured scheduling for teachers to ensure data analysis is a major part of the PLC meeting	Math walks for all grade levels Presenting PL strategies from the staff (different teachers) Create common agenda template and minutes shared weekly: Grade levels New PLC template: Yelton New PLC Norms & Expectations: Grade Levels	Math instruction book study Time to collaborate Willingness amongst all team players. PLC Template Timeline Pacing Guide/Calendar planning Norms/Expectations Assess-Reflect-Plan-Teach System

We seek to increase the percentage of students who feel they can self-regulate emotions and overcome challenges from 50% (2023-2024) to 65% by 2025, as measured by the District Wide Survey and school wide perception survey.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Provide Multi-Tiered Systems of Support (MTSS) to help students regulate emotions and make rational choices.	By using social emotional strategies in classrooms, students will be able to recognize signs of stress and frustration and utilize different calming strategies to manage emotions and make rational choices.	Strong	We are seeing some great results from the lessons that Ms. Johnson and teachers are providing on Growth Mindset	Give out the survey to students (add questions about character building and/or comfort with staff at school); Review the data; Design a team for the counselor lessons, Send strategist and counselor to OneHill training in Nov (15-19) Present at January Staff Development Day Give the student survey every other week (or monthly) Engage in the OneHill Social Emotional Learning initiative Counselor lessons on self-regulation	Training of trainers Professional development for teachers and staff Implementation plan for students