

**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:**

- 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 from the drop-down lists will automatically update the accompanying cell on the Master Tracker tab.  
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School Name:Linda Rankin Givens ES

**Inquiry Area 1 - Student Success**

School Goal: Increase the percent of students scoring at or above the 70th percentile in math and reading from 55% (fall) to 60% (winter) to 65% (spring) by 2023 as measured by the MAP Growth Assessment.

Increase the percent of students meeting or exceeding the established growth target in math from 50% spring 2023 to 55% spring 2024, as measured by the MAP® Growth™ Assessments.

Increase the percent of students meeting or exceeding the established growth target in reading from 50% spring 2023 to 55% spring 2024, as measured by the 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>
Improvement Strategy: Strengthen Tier 1 instruction using the adopted math and ELA curriculum.  Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): MAP Growth Assessment level 2; HMH Into Reading (2); 95 Phonics Core Program (1); enVisions Math (3); Analyze data in PLCs (3); Build a committed staff and provide professional development (1); Progress Monitoring (2); Multi-Tiered Systems of Support (MTSS) (1).	Increased student academic growth.	Strong	Winter MAP growth is on target for staff and school SLG achievement and growth. More support/training is needed with the implementation of the new HMH literacy series. More support/training is needed with the implementation of the new 95% phonics series.	Grade level PLC time will be focus on lesson planning, pacing, and sharing strategies using the HMH literacy series and the 95% phonics series. School administrators will meet bi-weekly with grade level PLC's to discuss success and struggles with HMH and 95% phonics. PLC time will also focus on utilizing the CCSD pacing guide CCSD 'Look For' tool to calibrate daily lesson delivery.	PLC time to discuss and observe lead teachers use of the HMH and 95% materials in order to share strategies, success stories, and planning/pacing ideas.

**Inquiry Area 2 - Adult Learning Culture**

During the 2023-2024 school year, increase the percentage of teachers that are utilizing data discussions during the PLC process to 100% and walkthrough data will show that in 80% of observations, tasks and instruction will be fully aligned with the standards as measured by the Tier I monitoring Tool (Focal Point).

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Implementing data-driven PLCs	Teachers will have sound knowledge of using data to drive instructional planning designed to address student needs.	Strong	During Winter PLC grade level meetings, MAP growth data for ELA was shared. The growth percentile by grade level was as follows: Kindergarten - 68th, First grade - 77th, Second grade - 73rd, Third grade - 69th, Fourth grade - 78th, and Fifth grade - 66th.	Teachers at each grade level discussed individual student goal setting. Teachers and school leaders set parameters for the second round of student goal setting that will be measure with the Spring Map assessment.	Staff will be trained in April using FAST Bridge to store and track data for students receiving Tier II supports.

**Inquiry Area 3 - Connectedness**

Increase the percent of parents who agree or strongly agree that "I am informed about the curriculum for my child's grade level" from 93.8% in 2022-2023 to 100% in 2023-2024 as measured by the Districtwide Survey.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Increase communication to families regarding curriculum materials and MAP data.	Families will be more informed about curriculum and grade level expectations	Strong	Parent and teacher meetings were held to discuss data entered from student SLPP's. Students identified by the Winter MAP data were incorporated into our Tier II interventions strategies and this information was shared with parents through letter, classroom communications, and individual meetings.	Givens staff will conduct Tier II interventions with identified students. Data will be collected, discussed, and reassessed for identified students. Grade PLC discussions will include intervention strategies, progress monitoring data, and student growth towards goal.	Staff will need ample time to collect data and deliver intervention. After approximately six weeks of collected data, teachers will inform the parents/guardians of student growth.