

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.



School Name: Daniel Goldfarb ES

Inquiry Area 1 - Student Success

Increase the percent of all students scoring above the 40th percentile in math from 43% in (Spring 2023) to 48% in (Winter 2023) to 53% (Spring 2024).

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 you seeing?</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>
Implementing a consistent curriculum for the third year in a row, using common vocabulary/CUBES math problem solving strategy, refer to the 8 Mathematical Practices consistently, providing students with manipulatives, conducting small groups, and get parents involved on how they can help their child at home.	Students will build skills in operations and algebraic thinking and numbers and operations based on MAP Growth Assessment.	Strong	<ul style="list-style-type: none"> - Goldfarb ES winter MAP Growth results demonstrate 67% achievement growth in Math. - Admin Team utilized the Tier 1 Instruction Monitoring tool to monitor the implementation of enVision Mathematics, CUBES, 8 Mathematical Practices, manipulatives, differentiated instruction, Kagan Structures, Accountable Talk, and SBAC Inquiry. - RBG3 strategist provided a professional learning on MAP Growth goal setting conferences. - All students engaged in MAP Growth goal setting conferences with their teachers. - After-school tutoring began in September. - Strategists continued classroom walkthroughs and coaching conversations with identified staff. 	<ul style="list-style-type: none"> - Admin Team will continue to utilize the Tier 1 Instruction Monitoring Tool monthly to ensure that tier 1 instruction is strengthened. - Admin Team and strategists will continue to engage in classroom walkthroughs to monitor the utilization of Number Talks, CUBES, manipulatives, and 8 Mathematical Practices throughout the school year. - Principal will create a schedule for RPDP trainer to model Number Talks in identified classrooms. - Supervisors will continue to engage in coaching conversations with identified staff. - Administrators will monitor the usage of Exact Path monthly. - After-school tutoring will continue. - Family Engagement committee will plan for the next Parent Workshop. - Admin and strategists will plan and schedule instructional rounds. - Students will engage in goal-setting conferences prior to Spring MAP Growth assessment. 	<ul style="list-style-type: none"> - CCSD Tier 1 Instruction Monitoring Tool in Focal Point - Modeling Number Talks in identified classrooms c/o RPDP - EvaluWise - Instructional Rounds logistics: schedule, identify participants, debriefing template, look fors template - MAP Growth Fall Quadrant - MAP Growth Goal Setting form

Inquiry Area 2 - Adult Learning Culture

By the end of the school year, all teachers will show evidence of unwrapping critical standards by providing documentation on the CCSD simple format (minimum of three standards unwrapped during the 23-24 school year).

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
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<p>Provide teachers with a PLC meeting structure and support in order to unwrap standards while using various data to improve instruction.</p>	<p>Teachers will have 3 cycles of unwrapping standards, reviewing data and adjusting instruction. Specifically, they will unwrap a standard, give pre-assessment, analyze data using simple form, set goals, individually and collaboratively plan, implement strategies/interventions, monitor, assess, and adjust practices. Student outcomes will improve significantly.</p>	<p style="text-align: center;">Strong</p>	<ul style="list-style-type: none"> - Goldfarb ES winter MAP Growth results demonstrate 67% achievement growth in Math and 66% achievement growth in Reading. - All grade levels have already engaged in a full-cycle of PLC: unwrapping standards, identifying learning intentions and success criteria, determining learning progression, designing formative and common summative assessments, analyzing data, and planning for next action steps to respond to data for both intervention and enrichment. - Teachers present and revisit the learning intentions and success criteria during instruction but lacks deeper discussion on why the learning is important and how it is applicable to real-life. - Admin Team provided feedback on PLC implementation using the CCSD PLC Observation Tool. - Admin Team utilized the Tier 1 Instruction Monitoring Tool monthly. - Accountable Talk posters are posted in each classroom but not all teachers utilized them during classroom discussions in every lesson daily. - Kagan Structures professional learning for teachers to learn more strategies to engage students in meaning-making through productive discourse and increase student participation/engagement to 100% was provided last October 9, 2023 but not all teachers utilize Kagan Structure in every lesson daily. 	<ul style="list-style-type: none"> - All grade level teams will continue to do a full-cycle of PLC for their second selected standard. - Teachers need to provide students opportunities to reflect and assess their own learning against the success criteria where students explain the "why" of a lesson and discuss learning outcomes. - Admin Team will continue to provide feedback on PLC implementation using the CCSD PLC Observation Tool. - Admin Team will continue to utilize the Tier 1 Instruction Monitoring Tool monthly. 	<ul style="list-style-type: none"> - Prep Buyout - Extra Duty Pay - PLC Observation Tool - Tier 1 Instruction Monitoring Tool - Assessments Data
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Inquiry Area 3 - Connectedness

Decrease the percent of students who agree or strongly agree that there are some things they are not capable of learning from 26.19% to 16% by December 2023 as measured by the CCSD District Wide survey.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
<p>Provide opportunities for students to reflect on their learning attitudes.</p>	<p>Students will believe "I haven't learned it yet," or "I can't yet," instead of "I can't."</p>	<p style="text-align: center;">Strong</p>	<ul style="list-style-type: none"> - Wraparound Team administered Panorama survey, analyzed data, and identified students for SEL small groups - Began focused SEL small groups after identification of students. - Growth Mindset Performance Assembly for students last November 15. 	<ul style="list-style-type: none"> - Continue with focused SEL small groups. - ROAR - Respect Others Act Responsibly assembly for students 	<ul style="list-style-type: none"> - Panorama Survey - SEL Small Groups Schedule - create a spreadsheet - SGF to pay for ROAR assembly