

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: Daniel Goldfarb ES

**Inquiry Area 1 - Student Success**

Increase the percentage of all students scoring above the 40th percentile in Math from 46 (Spring 2023) to 49% in (Winter 2024) to 51% (Spring 2025)

| 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</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>  |
|--|--|---|---|---|--|
| Implement a consistent curriculum for the fourth year in a row, use common vocabulary/CUBES math problem solving strategy, refer to the 8 Mathematical Practices consistently, provide students with manipulatives, conduct 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"> <li>- Administrators utilize the enVision Look For and provide immediate feedback and utilize data for coaching to ensure high-quality Math instruction. Data from the look fors show that 4th and 5th grade teachers are ensuring that there is high engagement during solve and share.</li> <li>- Administration and strategists utilize the Coaching/Observations tracker and Collaborative Coaching Plan to monitor the progress of individual teacher's instructional capacity.</li> <li>- Manipulatives storage was purchased for each classroom so students will have easier access to the mathematical tools and can decide on which appropriate tools to utilize during word problems solving. During classroom observations, students are seen utilizing manipulatives during daily review, solve and share, guided practice, and independent practice. (SMP #s 4 and 5)</li> <li>- CUBES posters are displayed in each classroom and teachers and students refer back to the CUBES strategy during solve and share, guided practice, and independent practice.</li> <li>- Schoolwide data as measured by SBAC and MAP Growth shows that our students lack conceptual understanding and procedural fluency.</li> </ul> | <ul style="list-style-type: none"> <li>- Administrators will utilize the enVision Look For in observing Math instruction in 3rd and 4th grade classes then provide feedback and expectations for action steps.</li> <li>- Teachers will continue to provide students an opportunity to utilize appropriate tools in solving word problems, model Mathematics with different representations, and utilizing CUBES strategy in solving word problems.</li> <li>- Grade Level teams will decide during PLCs on how to target conceptual understanding and procedural fluency.</li> </ul> | <ul style="list-style-type: none"> <li>- enVision Look For</li> <li>- Coaching/Observations tracker</li> <li>- Easier access of manipulatives</li> <li>- CUBES Poster</li> <li>- Math Fluency Action Plan</li> </ul> |

**Inquiry Area 2 - Adult Learning Culture**

By the end of the school year 2025, all grade level teams will collaborate during Professional Learning Community using the Goldfarb ES PLC Protocol of unwrapping standard , designing assessments, analyzing data, and determining next action steps for 5 "hard to teach, hard to learn" Math standards.

| Improvement Strategies | Intended Outcomes/Formative Measures | Status | Now (Lessons Learned) | Next (Next Steps) | Need |
|------------------------|--------------------------------------|--------|-----------------------|-------------------|------|
|------------------------|--------------------------------------|--------|-----------------------|-------------------|------|

|   |  |        |   |   |  |
|---|--|--------|---|---|--|
| Provide teachers with a PLC meeting structure and support in order to unwrap standards while using various data to improve instruction. | Teachers will have 5 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. | Strong | <ul style="list-style-type: none"> <li>- Grade level teams identified their 5 "hard to teach, hard to learn" Math standards.</li> <li>- Administrators utilize the PLC Observation Tool to monitor, evaluate, and provide feedback on the implementation of PLC.</li> <li>- All grade level teams have engaged in referencing the teacher clarity guide, designing assessments, discussing framework of initial planning, analyzing pretest, collaborating on instructional delivery, and analyzing post assessment and responding to instruction.</li> </ul> | <ul style="list-style-type: none"> <li>- Grade Level Teams will continue to engage in a cycle of unwrapping standards, reviewing data, and adjusting instruction of their "hard to teach, hard to learn" Math standards.</li> <li>- Administrators will continue to utilize the PLC Observation Tool to provide feedback on the implementation of PLC.</li> </ul> | <ul style="list-style-type: none"> <li>- Goldfarb ES PLC Template</li> <li>- Teacher Clarity Guide</li> <li>- Annotated Lesson Plans</li> <li>- Prep Buyout</li> </ul> |
|---|--|--------|---|---|--|

**Inquiry Area 3 - Connectedness**

Decrease the percentage of students who are chronically absent from 31.3% in the school year 2023- 2024 to 26.3% in the school year 2024-2025.

| Improvement Strategies   | Intended Outcomes/Formative Measures            | Status | Now (Lessons Learned)   | Next (Next Steps)  | Need   |
|--|---|--------|---|--|--|
| Establish a schoolwide system including attendance, behavior, and acknowledgement matrices to motivate students to come to school regularly. | Daily average student attendance will increase. | Strong | <ul style="list-style-type: none"> <li>- House System was launched schoolwide.</li> <li>- Attendance, behavior and acknowledgement matrices are being followed schoolwide.</li> <li>- Administrators conducted a family meeting during Meet and Greet to discuss attendance, behavior, and student achievement.</li> <li>- Required parent conferences are ongoing with parents whose children have incurred 5 absences or more to identify needed supports and create an attendance contract.</li> </ul> | <ul style="list-style-type: none"> <li>- Counselor and Communities in Schools Coordinator need to start home visits.</li> <li>- Monthly perfect attendance reward</li> <li>- Semester Awards Assembly to include Perfect Attendance</li> <li>- Atten Dance Party</li> <li>- House Winner Glow Party</li> </ul> | <ul style="list-style-type: none"> <li>- Attendance Certificates</li> <li>- Attendance Contract</li> <li>- Goldie Golds</li> <li>- Materials for the house winner party</li> </ul> |