

**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:**

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: 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 <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 we noticing?</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>
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 in observing Math instruction in 3rd and 4th grade classes then provide feedback and expectations for action steps.</li> <li>- Teachers 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 decide during PLCs on how to target conceptual understanding and procedural fluency.</li> <li>- Family Engagement activities by grade level was done to help parents on how they can help their children at home. 1st-5th grade levels completed their family engagement events.</li> </ul>	<ul style="list-style-type: none"> <li>- Administrators will continue to utilize the enVision Look For in observing Math instruction in K-2nd 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 continue to discuss during PLCs on how to target conceptual understanding and procedural fluency.</li> <li>- Kindergarten will have their family engagement event this coming February.</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> <li>- Family Engagement 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> <li>- All grade level teams discuss during PLC on how they can improve student engagement to 100% during instructional delivery using Kagan structures and/or cooperative learning and Accountable Talk integration, and utilizing CUBES strategy and manipulatives.</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> <li>- Grade level teams need to discuss the DOK level of the components of their lesson during PLC to ensure that the lesson flow move from surface learning to deeper learning.</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
<p>Establish a schoolwide system including attendance, behavior, and acknowledgement matrices to motivate students to come to school regularly.</p>	<p>Daily average student attendance will increase.</p>	<p>Strong</p>	<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> <li>- Attendance Party and Perfect Attendance Certificates during Semester Awards Assembly were organized to celebrate students with perfect attendance, no tardies, no early check outs.</li> <li>- Counselor and Communities in Schools are engaged in home visits.</li> </ul>	<ul style="list-style-type: none"> <li>- Counselor and Communities in Schools Coordinator will continue to do home visits.</li> <li>- Monthly perfect attendance reward</li> <li>- House Winner Party</li> <li>- Administration will continue to conduct attendance conferences with parents.</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>