Act 2 - Status Check 1

Directions and Resources for Status Check 1

****Only type in the yellow cells.****

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

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.

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School Name: Cortez Elementary

Inquiry Area 1 - Student Success

Increase the percentage of all students projected to be proficient in mathematics from 30.1% (2024) to 40% by 2025, as measured by MAP growth assessments. Increase the percentage of all students projected to be proficient in ELA from 27% (2024) to 40% by 2025, as measured by MAP Growth assessments.

Improvement Strategies	Intended Outcomes/Formative Measures	Status *Are we implementing the improvement strategy as planned?*	Now (Lessons Learned) *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*	Next (Next Steps) *What specific actions do we need to take to address the challenges and performance gaps we've identified? By when? By whom?*	Need *What do we need to be successful in taking action?*
Implement enVision mathematics instruction consistently across the school, aligned with the district pacing. Continue to implement newly adopted HMH literacy curriculum across the school, aligned with the district pacing.	Increase the percent of students scoring above the 65th percentile in math from 21% (Fall) to 30% (Winter) to 40% (Spring) by the end of the 2024-2025 school year, as measured by MAP Growth Assessment. Increase the percent of students scoring above the 65th percentile in ELA from 23% (Fall) to 31% (Winter) to 40% (Spring) by the end of the 2024-2025 school year, as measured by MAP Growth Assessment.	Strong	Progress monitoring data reveals all students need remidial, foundational skill building in both ELA and Math. We are learning that he curriculum needs supplements and scaffolds to support mastery. Additional PL on number talks and number sense, as well as, PL on phonemic awareness.	Next steps include, on campus PL, focused on the targeted needs of our school community, look fors by strategisits to target support, coninued consistent implementation by teachers, and instructional rounds for best practices with strategists and peer to peer observations for teachers.	We need partnerships with RPDP and HMH coach to provide targeted supports and guided data dives with our NWEA partner.

Inquiry Area 2 - Adult Learning Culture

By the end of the 2024-2025 school year, 100% of K-5 staff delivering ELA instruction will utilize the HMH curriculum with fidelity, implementing research-based strategies and data-driven decision making during both whole group and small group instruction.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Attend multiple professional learning sessions regarding implementation of the HMH curriculum specifically to support high quality small group instruction. Collaborate with colleagues regarding best practices and improvement strategies.	Increased student achievement in ELA through data-driven decisions and in depth knowledge of the standards and HMH curriculum to provide strong Tier 1 instruction, in whole group and small group settings, as well as targeted interventions and supports.	Strong	We have learned that it is more impactful when PL is targeted and co-created with our strategists an our HMH region trainer.	Next steps include integrating writer's workshop from HMH with the support of Cortez specfic PL and using common grade level planning for small group instruction.	We need to continue to identify areas of need and partner with HMH regarding Cortez specific areas for targeted PL.

Inquiry Area 3 - Connectedness

Increase the percent of students who reported knowing ways to calm themselves down on the Nevada School Climate Survey from 68% (2024) to 75% by (2025). Increase the percentage of students able to regulate emotions from 40% on the Spring 2024 Panorama survey to align with the district average of 42% on the Spring 2024 Panorama survey.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Continue to implement a school wide SEL curriculum and PBIS structure, supported by our counselors, BoysTown representative, and behavior strategist. Classroom teachers will engage in daily SEL focused morning meetings to foster community and connectedness.	Increase positive feelings and empathy experienced by students, and to decrease the number of counselor referrals.	Strong	We have learned that we need to be prepared to redeliver TIer I PBIS reinforcement throughout the year due to transciency. We have learned that maintaining consistent refreshers for new students helps them understand Cortez's schoolwide expectations.	Next steps include; remaining consistent and identifying Tier II students for targeted wraparound supports, strategists look fors with community SEL circles, lunch focus groups with CSMs, and counselors utilizing the zone for a Tier I space.	We need to provide school specific PL on SEL and calm down strategies with counselors and/or wraparound team, incorporate calming strategies in to monthly community building calendar, partner with EDE to provide restorative practices PL for staff.