Act 2 - Status Check 2 (Plan of Operation Requirement)

Directions and Resources for Status Check 2

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

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.
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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 performance are we noticing?*	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 61st percentile in math from 22% (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 61st 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	Winter MAP data demonstrates 30% math, 30% ELA, meaning we are on track to meet goals for Spring MAP	We can continue next steps to include, on campus PL, focused on the targeted needs of our school community, look fors by strategists to target support, continued consistent implementation by teachers, and instructional rounds for best practices with strategists and peer to peer observations for teachers.	Continued partnerships with RPDP and Envisions, continue strong focus on small group instruction. Continue collaborative focus on small group instruction in PLCs. Continuing to have strategist and administrative support and feedback.

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 our teachers may need to implement more strategies within HMH to support small group instruction.	Continue targeted professional learning and PLC conversations/ collaborations focused on small group instruction. Use various data sources to determine next steps for data driven instructional decisions in small group and whole group.	Review best strategies for small group instruction and which methods are most effective to aid studetnts. Provide refreshers for teachers for how to use data to drive small group instruction.

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 2025 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, CIS, and BoysTown representative. 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	Our Winter Panorama survey results show that 61% of our students feel they can successfully manage their emotions, thoughts, and behaviors.	We will continue to provide support for students focused on SEL and calm down strategies with counselors and/or wraparound team and incorporate calming strategies into monthly community building calendar.	We need to continue to integrate teachers and staff into the PBIS structure to promote conflict resolution for small problems within the classroom. This will help us decrease our counselor referals and continue to promote positive teacher/students relationships.