

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: Sunrise Mountain High School

Inquiry Area 1 - Student Success

Increase the percentage of all students scoring at or above the 41th percentile in Reading from 33% (Spring 2024) to 35% (Winter 2024) and to 37% (Spring 2025), as measured by MAP Growth Assessments.

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>
Professional development on interpreting assessment data and connecting that data to the District's Tier 1 and Tier 2 Instructional Materials/Strategies and computer-based intervention programs such as Exact Path, including by not limited to, during PLC planning time. Ensuring that teachers post the learning intentions and success criteria daily in their classrooms and that students understand them.	Teachers can use assessment data to target interventions for students and promote growth in their foundational skills for Tier 2 instruction utilizing Tier I instructional materials and resources.	Strong	MAP groups were established and Exact Path was continued. Classes and teacher were recognized for growth and completion for the next window of assessments	Continue to share with PLC and departments the MAP data comparison and growth for students. We can utilize the programs to consider the target rate of growth for the next window.	Identify a timeline for PLC data to be aggregated to the staff and provide guidelines in how to analyze the data and create goals.
Articulation with grade level bands and also feeder middle schools and elementary schools to discuss data and promote student achievement at all levels.	Over time, discussions between teachers at lower levels can promote a focus on building foundational skills before students enter high school	Strong	Cross curricular departments were working per grade level. ACT and common vocabulary will be shared to work on siliar needs of grade level students	The departments in other areas will work to create cross curricular discussions and then plan for cross grade level articulation for the progression of skills.	Identify timeline and resources in order to create multi level and multi school articulation.

Inquiry Area 2 - Adult Learning Culture

For the 2023-2024 school year, 100% of PLC meetings followed the schoolwide PLC structure, as measured by PLC observation forms.

For the 2024-2025 school year, we will Increase the number of PLCs engaging in analysis and response from 0% (spring 2024) to 30% by spring 2025 (focus on Math/ELA) following the schoolwide 100% PLC and Tier 1 structure as measured by PLC observation forms.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Develop structures and timelines for disseminating data to staff and provide expectations for analyzing the data with use of Tiered PLC agendas and the PLC look for tools	Teachers and staff will be more aware of school performance data and feel more involved in decision-making at the school level, including ACT and MAP proficiency levels.	Strong	Current data is shared including MAP growth, proficiency levels, SEL data and WIDA sata to help staff work to identify the accurate strategies	Survey and provide strategies that meet the students areas of concern and allow staff to engage with students at their level.	The survey must be developed and shared to acquire feedback and then structures in place to disseminate the strategies to staff.
Develop process/procedure/expectation for PLC groups to look at and discuss school data as it impacts their students.	Teachers will become more invested in influencing school data and will have data-based discussions at the PLC level to address Tier I and Tier II instruction.	Strong	Utilizing the Look for tool for PLC to see what and how PLC will be developing	To revisit the PLC agenda and structure to meet the needs of the staff and the students to increase student achievement	To establish meeting with stakeholders to identify the needs and how to process those aspects effectively.

Inquiry Area 3 - Connectedness

By Spring 2024 school year, chronic absenteeism was 36%.

By Spring 2025, the chronic absenteeism rate will be below 30%, and the MTSS system will visibly define the support services for students on campus.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
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.More visibility and easier access to counselors, social workers and other staff.	Making access to support personnel will help students feel supported and connected at school to maintain consistent attendance	Strong	The Social Workers, counselors and other wrap around services have advertised and create various activities that provided incentives and data towards. The students are working to increase attendance and participation	To analyze the data from each activity/program and to create a timeline to implement more for this year and next.	To identify the other resources that can be used to help support attendance , such as 5 Star.
Provide teachers/staff training on implementing positive/proactive strategies with students in the classroom; using PLC data and have all teachers share best practices.	Providing training in positive strategies will help teachers connect with harder to reach students; PLCs will help teachers see a variety of instructional and classroom management styles that will help them be more engaging, connected teachers.	Strong	Professional development that provided strategies that help teachers connect, purchase programs to connect all stakeholders in positive ways, such as 5 STAR and Talking Points	To provide professional development and implement the timeline for the programs and incentives to continue.	Provide opportunity for feedback and assessment of staff needs in strategies and supports