Red Rock ES Status Tracker

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: Red Rock Elementary

Inquiry Area 1 - Student Success

The percent of students meeting or exceeding the established growth target in math will be 50% at (winter) and 60% (spring) by 2025 as measured by the MAP Growth Assessment.

The percent of students meeting or exceeding the established growth target in reading will be 50% at (winter) and 60% (spring) by 2025 as measured by the MAP Growth Assessment.

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?*
The ELA and Math curriculum will be implemented with fidelity and supported with regular, targeted coaching and regular instructional rounds. Teachers will deliver instruction that is aligned to NVACS and lessons will be delivered with instructional support based on formative and summative student data to address targeted deficits.	More students will meet growth targets and teachers will be able to accurately predict and prepare for misconceptions in instructional delivery.	At Risk	Winter MAP data was a mixed bag for our school. While our MAP math data showed significant growth, our ELA data was stagnant and even regressed in some areas. We are noticing that teachers are more confident with EnVision curriculum than HMH and it is affecting the depth of instruction. Our math data is showing teachers need to focus on extension options for on-level and higer students.	Will continue to refine math and work towards goals so there isn't a dip in data. Will have CPD lead a math series on differentiation and extension options for the whole staff during Tuesday PL days. Will conduct coaching cycles with all grade levels (K - 5) to reinforce the use of the gradual release model and reinforce understanding the goal of the lesson during PLCs. Admin will lead planning with grade levels on a specific lesson, Leadership team will observe lesson and create action steps based on lesson implementation, and grade level will debrief and prepare next steps.	Full team engagement, time to debrief with teams, feedback loops in place to give up to date information to teachers that they can take actionable steps to fulfill.

Inquiry Area 2 - Adult Learning Culture

Increase the percent of classroom observations that show evidence of using needed differentiated instruction to assist students in understanding skills and concepts based on common formative and summative assessment data as discussed and planned in PLCs to 50% at the end of semester 1 and to 70% at the end of semester 2, 2025 as measured by PLC observations and agendas cross-referenced with the Tier I Monitoring Tool.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
The Leadership team (administration and strategists) will clearly define what should happen during PLC meetings and communicate that to staff in order to reflect on current PLC practices and evaluate where each grade level is in the PLC development process. Targeted support will then be provided. Leadership team will then determine an observation schedule based on what is discussed during PLCs and will note findings using the Tier I Monitoring Tool.	Clearly defining what should be occurring in PLCs and providing support and professional learning to staff to build capacity will ensure that Tier I lessons are more purposefully planned, ideas and techniques discussed are actually implemented within the classroom, and more accurate data can be gathered to evaluate their effectiveness.	Strong	PLCs are happening consistently and discusssions about data and how best to present data are happening. Grade levels moved their meetings to room 705 and it has made it easier for admin to attend each meeting, at least in part, instead of having to choose one each PLC day. Leadership team working with all teams to deepen their understanding of HMH curriculum.	Continue to utlize PLCs to examine instructional practices and take a deeper dive into techniques for diferentiation and extension.	Continuing to use Room 705 and checking in with all involved in PLCs

Inquiry Area 3 - Connectedness

Reduce the percent of students chronically absent from 29.2% in Spring 2024 to 20% by Spring 2025, as measured by the NSPF.

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

Red Rock ES Status Tracker

Utilize a coordinated effort with our administration, office staff, and Student Support Team to create a multi-tiered systematic approach to supporting families with making sure students attend school regularly.	Families will better understand the impact of so much missed school and will make the decision to get students to school more regularly.	Strong	Doing one-on-one plans and conducting home visits made by truancy officers and school staff has been a lot more effective than trying to hold invitation only parent meetings for tier II and tier III students. Clerk has also been submitting Educational Neglect paperwork in a more timely manner. For Tier I, we conducted an attendance bracket challenge in November to encourage students to attend during a low school day month and it was very successful in boosting attendance schoolwide.	Conduct another attendance bracket challenge leading up to Spring Break and continue strategy adopted for Tier II and III students.	Create new bracket tracker in hallway and add additional ways to keep students engaged when they get kicked out of the bracket.