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.
↓

School Name: Justice Myron Leavitt Middle School

Inquiry Area 1 - Student Success

Increase the percentage of students projected to be proficient on the state summative assessment from 32% (Spring 2023-2024) to 33% (Fall 2024-2025) to 34% (Winter 2024-2025) to 37% (Spring 2024-2025) as measured by MAP Growth Assessments.
Increase the percentage of IEP (8%), ELL (23%) , and Black/African American (37%) students scoring above the 41st percentile in reading and math by 3% from Fall to Winter and 3% from Winter to Spring in the 2024-2025 school year.

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 Tier 1 curriculum using the backward assessment model, common assessments, and high-level Tier 1 Instruction.	Increase the percentage of students meeting projected growth in math and reading by 5% as measured by state summative assessments.	At Risk	Fall MAP results indicate 42% projected proficiency in reading and 32% projected proficiency in math. Spring SBAC results show 45.4% proficiency in reading and 25.2% proficiency in math. These results indicate that we need to ensure a focus on Tier I instruction to ensure that we make significant gains between our projected and actual proficiency.	1. Utilization of Tier I materials across all core subject areas for Tier I Instruction. 2. Utilization of Tier II materials across core subject areas, enrichment and EL classes for Tier II instruction.	1. Training for Tier I materials for all core subject areas. 2. Training for Tier II materials

Inquiry Area 2 - Adult Learning Culture

100% of teachers will participate in PLC that is aligned to the District's PLC Framework and Plan Guide Document, producing a plan document that demonstrates task-standard-assessment alignment.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Create and implement a clear vision for professional learning through effective PLC.	PLC will increase teachers' ability to utilize high-quality tier 1 instruction, and students will increase their comprehension range of critical math and reading standards which will support an increase in SBAC proficiency by 5% from the 2024 school year to the 2025 school year as measured by state summative assessments.	At Risk	Teachers are meeting weekly for PLC. Additional training in effective PLCs would be beneficial to support staff.	1. Provide opportunities for building effective PLCs wihin staff trainings. 2. Provide support as the building administrators to ensure efficiency of the time provided.	1. Training in effective PLCs.

Inquiry Area 3 - Connectedness

Decrease the chronic absenteeism rate from 15.5% to 10.5% for the 2024-2025 academic year.
Decrease the amount of social emotional and safety concerns on campus.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Implement attendance monitoring systems and resources to improve student attendance rates.	Improved attendance for students will result in improved student achievement.	Strong	Excluding MDP and MED, chronic absenteeism is 7.1% today (including MDP/MED we are at 14.1%). We have a fully-staffed attendance clerk to assist families and students get to school daily. We are working on a positive reward system (monthly/quarterly) for students who attend school daily.	1. Ensure the attendance plan includes the positive reward system. 2. Ensure we keep a focus on the attendance of each of our students.	Continue to support the attendance office.