Act 2 - Status Check 1 Part of the Plan of Operation

Directions:
- 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

- Identify specific **Lessons Learned (Now), Next Steps,** and **Needs**

Note:
The status you enter will automatically update
the accompanying cell on the Master Tracker tab.
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School Name: Hancock ES

Inquiry Area 1 - Student Success

Increase the percent of students scoring above the 40th percentile in ELA from 41% (fall) to 46% (winter) to 51% (spring) by May of 2023 as measured by the MAP Growth Assessment.

Increase the percent of students scoring above the 40th percentile in Math from 36% (fall) to 41% (winter) to 46% (spring) by May of 2023 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 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 from others in this room and others outside of this room to be successful in taking action?*
Provide tutoring after school and provide small group intervention during the school day.	Students receiving tutoring after school and in small groups during the school day will meet individual goals in Aimsweb Plus.	At Risk	The percent of students who performed above the 40th percentile on the winter MAP assessments was 43% in reading (up two points from fall) and 36% in math (no change from fall). Progress was seen in reading but the mid-year targets were not met.	-Staff development on 1/23/23 was focused on math instruction and how to support struggling learners, follow-up professional learning -Add teachers who are willing to do math tutoring after school -Use of Pathways and Pitfalls to work with students in small groups for math	

Inquiry Area 2 - Adult Learning Culture

Increase the percentage of times that students are observed engaging in productive struggle during Tier 1 from 44% in September to an average of 64% by the end of the year, as measured by instructional rounds.

Increase the percentage of times that students are observed engaging with tasks aligned to standards during Tier 1 from 28% in September to an average of 48% by the end of the year, as measured by instructional rounds.

Increase the percentage of times that students are observed engaging with materials aligned to standards during Tier 1 from 68% in September to an average of 88% by the end of the year, as measured by instructional rounds.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Regularly review walkthrough data and lesson plans, discuss strategies during PLC. Provide coaching to teachers to increase effectiveness in designing lessons that require students to engage in productive struggle with tasks and materials that are aligned to standards.	Increase the percentage of times that students are observed engaging in productive struggle with tasks and materials that are aligned to standards during Tier 1 instruction.	Strong	At the end of the second semester, walkthrough data shows that out of 75 walkthroughs: 83% of walkthroughs showed students engaging in productive struggle; 63% showed evidence of tasks aligned to standards; and 72% showed students engaging with aligned materials. Significant progress is being made towards meeting this goal.		

Inquiry Area 3 - Connectedness

Reduce the percent of students who are chronically absent from 40.9% in the 21-22 school year to 30% in the 22-23 school year as measured by the NSPF.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Create a learning environment that is engaging and rigorous so that students choose to come to school regularly.	Increase the amount of time that students attend school and receive instruction	At Risk	At the end of the first quarter 33.6% of students were chronically absent. At the end of the second quarter, 39.6% were chronically absent. This is trending lower than last year at the same time (Q1-43.2% and Q2-40.3%), however the overall trend is similar to last year.	-Five or Less Fest (celebrating students who are absent for 5 or less days this semester)	