

**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.



**Lummis Elementary School**

**Inquiry Area 1 - Student Success**

Increase the percent of k-5th grade students above the 60th percentile in mathematics from 46% to 56% by the end of the 2023 school year as measured on the MAPs Assessment.

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 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 from others in this room and others outside of this room to be successful in taking action?</i>
We are continuing to implement a new math curriculum school-wide, provided by CCSD (enVisionMathematics). In addition, teachers are unwrapping standards and reviewing tier 1 instruction to ensure that the rigor of the standard is being met. CTTs will support small group instruction as well. Additionally, we have brought in RPDP to model and conduct Number Talks with teachers.	The students will receive vertically-aligned, standards-based Tier 1 instruction and will also receive support at their instructional level in targeted data-informed small groups. Additionally, students will increase their math proficiency by 10% as shown on the MAP math assessment.	At Risk	We have maintained the number of students that are above the 60th%ile on the Math MAPs assessment.	The school must review students in all percentile groups and ensure that they are receiving appropriate support. Supporting all students' learning, including students who are meeting expectations. This should be happening all the time by classroom teachers.	Continued support through PLCs. Focus on 40% -60% bubble students. Enrichment groups. Utilizing MAP Accelerator consistently throughout 3rd-5th grade.

**Inquiry Area 2 - Adult Learning Culture**

During Tier 1 instruction during the 22-23 school year, 100% of staff will utilize enVisions as the base of their instruction and receive professional development in math strategies and consistent writing structures which will be measured using observational data and PD agenda sign ins.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Professional Development for all staff from RPDP, and book studies, and Professional learning focusing on writing across curricular areas. Incorporate the use of a school wide curriculum (Envisions) based on staff needs, PLCs.	Consistent practices will result in increased student proficiency as measured on the CRT.	At Risk	Weekly PLCs are occurring with a focus on math instruction. More focus needs to be placed on utilizing data (summative and formative assessments) to meet the needs of students that are not showing growth or mastery of the standards.	When students are not showing mastery, time must be taken to go back and reteach concepts.	Continued work through PLC teams to discuss our needs and learn who is finding success and who needs additional support.

**Inquiry Area 3 - Connectedness**

Increase the percentage of students who are able to regulate their emotions from 44% to 54% from the fall to winter Panorama survey and from 54% to 60% from the winter to spring Panorama survey.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Full time counselor on staff to provide regular lessons, the use of school wide character traits, and professional learning related to SEL.	The counselor will assist students in emotional regulation strategies by implementing classroom lessons and meeting with individual students as needed. Professional development will be provided to staff on the use of SEL in their classrooms.	At Risk	Students need continued support in SEL with a specific focus on emotional regulation.	Teachers will utilize lessons on ReThink and embed within classroom instruction. The counselor will continue to support individual students as needed. Regular check-ins with members of MTSS.	Collaboration amongst staff members about SEL lessons. Student check ins with other staff members on campus (administration). Identify specific guidelines regarding the use of SEL lessons in the classroom (number of days a week that lessons should integrate SEL).