

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

Note:

The status you enter from the drop-down lists will automatically update the accompanying cell on the Master Tracker tab.



School Name: Thomas O'Roarke ES

Inquiry Area 1 - Student Success

By the Spring 2025 MAP Assessment, we will increase the percent of students scoring above the 40th percentile in the area of ELA/Reading from 78% in the Spring 2024 to 83% in the Fall 2024 to 87% by the Winter 2024 to 90% by the Spring of 2025 as measured by the MAP Growth Assessments.

Improvement Strategies	Intended Outcomes/Formative Measures	Status <i>As we implement the improvement strategy we planned?</i>	Now (Lessons Learned) <i>What did we do well on? What are the things that we did not do well on? What are the things that we need to improve? What changes will we make to our plans?</i>	Next (Next Steps) <i>What are the things that we need to do to address the things that we did not do well on? By when? By whom?</i>	Need <i>What are the things that we need to do to address the things that we did not do well on?</i>
With common instruction and practice teachers will effectively instruct students how to organize their thoughts and apply proper conventions throughout the writing process across the curriculum.	With direct instruction and practice students will be able to apply vocabulary and conventions when creating a constructed response across the curriculum.	Strong	Our progress shows that we are on track. 78% of our students scored above the 40th percentile on the Fall MAP test. The score puts us just below target, this shows that our use of HMH and writing instruction is working. We continue to see vocabulary as a stumbling block for some grade levels.	We are beginning the second year of using the HMH Reading series and we believe that as our knowledge of the program increases we will see improved scores in the area of vocabulary. We continue to see that the challenging vocabulary and writing process in the HMH Reading series will help us provide improved instruction in the area of the writing process.	We need to continue to use and learn the HMH Reading Series and all its components.

Inquiry Area 2 - Adult Learning Culture

100% of staff will be trained on the implementation of integrating common writing expectations across curriculum and use correct conventions as measured by the school-wide monthly writing prompts.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
We will provide PD to staff members to integrate common writing expectations and ways to teach conventions school wide.	The school staff will use common vocabulary, constructed response expectations and conventions with the students throughout the school.	Strong	On 9/16/24 teachers were asked to work with their grade levels to identify ways they continue to improve how they teach vocabulary and conventions. We know from teacher feedback that early writing samples still show that vocabulary and conventions are an area we need to address this school year.	We will formalize the grade level expectations for vocabulary and conventions when grading student work and grade levels will share during the 11/5/24 staff development day.	Strengthen writing rubric in the area of vocabulary and conventions.
The staff will have a school wide understanding of how to teach conventions and use the same terminology with colleagues and students throughout the school.	To train 100% of our instructional staff in how to teach conventions, school wide vocabulary to use and how to assess conventions	Strong	We know that students can correctly use conventions for the most part based on writing samples, but they for some reason do not consistently utilize this skill when writing.	We will provide incentives for use of correct conventions and continue to strengthen the writing rubric in the area of conventions.	Writing Rubric conventions adjustments. Identify incentives.

Inquiry Area 3 - Connectedness

To decrease the number of students who feel they need adult intervention to feel comfortable and positive about their own learning at school from 28% to 5% by May 2025, as measured by the Panorama Education Survey.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
We will provide class meetings, group counseling sessions with the counselor, and provide self-help training to students during lunch.	To decrease the number of students needing adult interventions.	Strong	Our counselor continues to work in classes providing strategies for coping with stress or any issues that confronts a student during the day. She also pulls students who have been identified through the Fall Panorama Survey or by teachers as needing help developing and using coping strategies to deal with stress.	We will continue to monitor the Panorama data and take teacher referrals in order help all students identified. We will continue to hold class meetings as well to address student concerns and learning barriers.	Continue to assess Panorama Results to assist students as needed.