

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.



School Name: Newton ES

Inquiry Area 1 - Student Success

Based on MAP data from fall 2022, we seek to increase the percent of students meeting/exceeding growth projections in Math from 43% (fall 2022) to 55% (winter 2021) to 65% (spring 2022) as measured by MAP Growth Assessments.

| 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> |
|--|---|---|--|---|--|
| Teachers will collaborate during PLCs to design common assessments based on DRC interim assessments and quality instructional materials. Teachers will review student performance data to make changes and impact student learning including Lexia, Star tests, MAP accelerator, Freckle Math, Zearn, and Envisions. | Teachers will utilize quality materials for Tier 1 instruction and supplement with interventions that specifically impact student learning. | Strong | We are seeing that what we're doing is working and we are optimistic that we will see continued growth. | We are going to utilize the data and continue analyzing in PLCs. | We need to support one another and teachers will get continued training. |

Inquiry Area 2 - Adult Learning Culture

In order to support student achievement and growth, we seek to increase effectiveness of our Tier 1 Math Instruction using the Standards of Mathematical Practice & Math Walk Data.

| Improvement Strategies | Intended Outcomes/Formative Measures | Status | Now (Lessons Learned) | Next (Next Steps) | Need |
|--|--|--------|---|--|--|
| Improvement Strategy: Improve PLC practices and structures that ensure that grade levels are backwards planning with standards in mind, analyzing assessments, student performance, and progress toward meeting goals. | Math instruction will be aligned to all 8 standards of mathematical instruction. | Strong | We are getting closer with our Math strategies. We are looking at other ways to close math learning gaps. | We will utilize math tutoring and math training. | We need to see if Envisions is rigorous enough and what we need to supplement. |

Inquiry Area 3 - Connectedness

We seek to increase the percentage of students who feel they can self-regulate emotions and overcome challenges from 41% to 75% by 2023, as measured by the District Wide Survey and school wide perception survey. Two strategies for this goal will be for us to engage in the OneHill Social Emotional Learning initiative and counselor lessons on self-regulation.

| Improvement Strategies | Intended Outcomes/Formative Measures | Status | Now (Lessons Learned) | Next (Next Steps) | Need |
|--|---|--------|---|---|---|
| Train teachers and staff on different strategies to regulate emotions and make rational choices. | By using social emotional strategies in classrooms, students will be able to recognize signs of stress and frustration and utilize different calming strategies to manage emotions and make rational choices. | Strong | We are seeing growth for students and they are behaving better during unstructured times. | We are looking at ways where teachers don't have to come out during recess. | We need to see how to incorporate SEL within our day. |