# Status Check Reflection Sheet – Inskeep ES 2.9.23

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| **Student Success - School Goal 1 – 2.9.23** | **Are We Making Progress Toward Our Goal?** *Yes or No* |
| **School Goal:** Students will increase their Tier I knowledge in reading and math. By the next state exam, reduce the number of non-proficient students in reading and math by 10%.  **Formative Measures:** Grades 2-5 with give the STAR Reading test 3x/year with a goal of 70% of students at or above grade level according to the grade level equivalency (Aug, Jan, and May). Grades 1-5 will give the STAR Math test 3x/year with a goal of 70% of students at or above grade level according to the grade level equivalency (Aug, Jan, and May). | Yes |
| **Progress**  *What does our progress monitoring data reveal about our progress toward our goal?* | |
| |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | **STAR Reading** | | | | | | | | | | **Fall** | | **% Proficient** | **Winter** | | **% Proficient** | **Spring** | | **% Proficient** | | **Grade** | **Students At or Above** | **# Students Tested** | **Students At or Above** | **# Students Tested** | **Students At or Above** | **# Students Tested** | | 2 | 35 | 54 | **65%** | 39 | 68 | **57%** |  |  |  | | 3 | 34 | 71 | **48%** | 32 | 74 | **43%** |  |  |  | | 4 | 30 | 73 | **41%** | 26 | 73 | **36%** |  |  |  | | 5 | 26 | 77 | **34%** | 19 | 83 | **23%** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | **STAR Math** | | | | | | | | | | | **Fall** | | **% Proficient** | **Winter** | | **% Proficient** | **Spring** | | **% Proficient** | | **Grade** | **Students At or Above** | **# Students Tested** | **Students At or Above** | **# Students Tested** | **Students At or Above** | **# Students Tested** | | 1 |  |  |  | 58 | 71 | **82%** |  |  |  | | 2 | 32 | 59 | **54%** | 44 | 53 | **83%** |  |  |  | | 3 | 35 | 69 | **51%** | 40 | 73 | **55%** |  |  |  | | 4 | 35 | 59 | **59%** | 38 | 70 | **54%** |  |  |  | | 5 | 39 | 69 | **57%** | 38 | 81 | **47%** |  |  |  | | |
| **Lessons Learned**  *What are we learning as we implement our improvement strategies? What challenges with implementation and gaps in performance are we noticing?* | **Are Our Strategies On Track?**  *On Track, At-Risk, Needs Immediate Attention* |
| **Improvement Strategy 1:** Learning Facilitator will support grade levels in backward planning with essential standards, agree upon common formative assessments, scaffold instruction, and align needed resources to support students at the Tier I level. Grade levels will set SMART goals and dates to give, analyze, and plan CFA data. | On Track |
| **Next Steps**  *What specific actions do we need to take to address the challenges and performance gaps we’ve identified? By when? By whom?* | |
| **Action Steps:** This is from the SPP in what we said we would do. How are we doing and what do we need to do next? Items in green have been implemented. Items in yellow are a work in progress.   * Master and Specials calendars that allow for 1 hour of collaborative meeting time each week for each grade level not using Wednesday early release. * TACA form for each grade level for planning purposes as well as data tracker form for CFA. * Family Engagement Nights to work with families on curriculum expectations (make and take nights, how to prepare for the next grade level, etc.) We did have 2 parent U classes with no participants but the STEM Night was successful at the end of January. Literacy Night is coming up – Campout. * 1 st to 5th will give STAR Math 3 times a year (or more) and 2nd to 5th will give STAR Reading 3 times a year (or more). * Whole school will give oral reading fluency 3x/year, sight words 3x/year for K-4, PSI/QSI 3x/year and track on the data sheets in share drive. * Track Common Formative Assessments per grade level to measure progress toward mastery by the end of the year. | |
| **Needs**  *What do we need to be successful in taking action?* | |
| * Correlate STAR Reading with SBAC from 21-22 SY * Moving forward, correlate STAR Reading and Math with Winter MAP and SBAC results from 22-23 SY How are we accelerating students? | |

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| **Adult Learning Culture - School Goal 2 – 2.9.23** | **Are We Making Progress Toward Our Goal?**  *Yes or No* |
| **School Goal:** All certified staff will be trained on using and implementing Professional Learning Communities. By the end of the 22-23 school year, all certified staff will have completed a book study on Learning by Doing and will implement cohesive and consistent team meetings.  **Formative Measures:** By the end of the school year, staff will adopt collective commitments that are created by the staff by starting with the creation in the leadership team then doing two professional learning opportunities to build staff awareness and feedback because all staff are expected to know and understand the collective commitments. | On Track |
| **Progress**  *What does our progress monitoring data reveal about our progress toward our goal?* | |
| We are almost done with a draft collective commitment with our leadership team and will take it to the staff on March 13 for their initial impressions and feedback. | |
| **Lessons Learned**  *What are we learning as we implement our improvement strategies? What challenges with implementation and gaps in performance are we noticing?* | **Are Our Strategies On Track?**  *On Track, At-Risk, Needs Immediate Attention* |
| **Improvement Strategy 1:** Every 4-6 weeks, staff will actively participate in ongoing professional learning on the structures and foundations of Professional Learning Communities. | On Track |
| **Next Steps**  *What specific actions do we need to take to address the challenges and performance gaps we’ve identified? By when? By whom?* | |
| **Action Steps:** This is from the SPP in what we said we would do. How are we doing and what do we need to do next? Items in green have been implemented. Items in yellow are a work in progress.   * Schedule when professional learning will occur on Wednesday early release times, November 8, and 2 more potential dates if approved by NDE. * Continue to build PLC knowledge with tightened structures for collaborative meetings. * Create building-wide collective commitments to align our mission and vision work. * Peer Observations staff to staff – survey staff for focus areas and then schedule 10-15 minute observations. An observation tool will be created to provide positive feedback and tools to take away. | |
| **Needs**  *What do we need to be successful in taking action?* | |
| * Implement expectations and guidelines for participating in Peer Observations – create an observation checklist and one for feedback. * For next school year, schedule PLCs within the specials schedule. Each team will need to submit minutes. Sue will create a rotation schedule for gr. Level support (principal/dean) to evaluate where we are with 7 stages of a team and provide feedback – 2 or 3-week rotation (k/1; 2/3; 4/5). Admin team meets on the 4th week to compare where teams are at, provide feedback, and plan out next steps. | |

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| **Connectedness - School Goal 3 – 2.9.23** | **Are We Making Progress Toward Our Goal?**  *Yes or No* |
| **School Goal:** Establish a solid PBIS foundation to where students, staff, and families are connected on behavior expectations across the campus. Students will know, understand, and follow the behavior matrix. All staff will regularly reward and hold students accountable according to the matrix.  **Formative Measures:** PBIS Committee will review and adjust the behavior matrix once a quarter based on minor and major data from BIG. | On Track |
| **Progress**  *What does our progress monitoring data reveal about our progress toward our goal?* | |
| * PBIS Committee has added a Technology column (finalize by Aug. ’23) * Acknowledgement matrix has been adjusted | |
| **Lessons Learned**  *What are we learning as we implement our improvement strategies? What challenges with implementation and gaps in performance are we noticing?* | **Are Our Strategies On Track?**  *On Track, At-Risk, Needs Immediate Attention* |
| **Improvement Strategy 1:** Schoolwide PBIS implementation | On Track |
| **Next Steps**  *What specific actions do we need to take to address the challenges and performance gaps we’ve identified? By when? By whom?* | |
| **Action Steps:** This is from the SPP in what we said we would do. How are we doing and what do we need to do next? Items in green have been implemented. Items in yellow are a work in progress.   * School-wide assembly sharing the expectations and why for each grade level. * Individual classrooms and specialists explicitly teaching the matrix 3x in the year. * Use the fidelity tracker for PBIS. * Parent Teacher Home Visit Program – the goal is 68 home visits for the year. * Once a month meetings with parents called the Eagle’s Nest Parent Advisory Council. * Awards Assemblies 4x/year – add acknowledgment matrix * Eagle feathers and talons with Eagle Store once per month * Eagle feathers challenge month of February – how do we set building targets (duct tape to a wall – teacher; wear an eagle costume all day, etc.) * Parent University classes combined with Gomes ES and Cold Springs MS. * Tier I Guidance lessons with the school counselor. * Staff member to keep purchasing items for the school store and keep it stocked. | |
| **Needs**  *What do we need to be successful in taking action?* | |
| * Suggestion is to have a member from PBIS specifically teach an area of the matrix (same people teach same expectation to all the kids) – possibly taught by each grade level. Create a video with Student Council? Lunchroom chat? | |