

Act 2 - Status Check 1

****Only type in the yellow cells.****

[Directions and Resources for Status Check 1](#)

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.



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

School Name: Richard J. Rundle ES

Inquiry Area 1 - Student Success

End of year MAP scores for mathematics will show the percent of students who met 61st percentile or above will increase from 30% in spring 2024 to 40% in spring 2025.

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 are we learning as we implement our improvement strategies? What challenges with implementation and gaps in</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 to be successful in taking action?</i>
Provide professional development to licensed staff on tier 1 instruction (enVision math) and DMR.	Provide professional development (PD) to licensed staff on tier 1 instruction and DMR..	Strong	We had individualized differentiated PLs. More time spent in PLC unwrapping standards and collaborating on instructional practices. Spent a lot of time in PLCs analyzing data to meet the needs of students.	Grade level PLCs during summer for extra duty pay. Include PLCs in our schedule for 24-25 . Schedule data meetings with grade levels, teachers, and Learning Strategists.	Extra duty pay (funding), schedules, PLC templates.
Provide professional development to licensed staff on differentiated instruction.	Strengthen tier 1 instruction to meet all students' needs.	Strong	We had representation from all grade levels in our book studies and there was an increase in participation.	Continue to schedule book studies and PLs.	Extra duty pay (funding) and books. (no funding; bookstudies are being done as PL for CUs)

Inquiry Area 2 - Adult Learning Culture

By the end of the 2024-2025 school year, academic discourse will take place during 85% of school-wide walk throughs as measured by - Instructional Focus Survey.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Provide differentiated assistance to struggling teachers (PLC)..	Components from all professional development will be implemented into all classrooms..	Strong	We learned that we are not as consistent as we would like. We feel like communication may be missing.	We will differentiate PL to a greater extent (focus 5 model). We will communicate our results more frequently (send emails of walk-thru data after each walkthru cycle).	Admin will create focus groups for PLs. data coordinator will share data with staff after each walk-thru cycle.

Inquiry Area 3 - Connectedness

Spring 2025 Panorama data will increase to 76% of students responding favorably to survey questions regarding sense of belonging.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Implement social-emotional lessons in classrooms (Zones of Regulation).	A greater percentage of students feeling connected.	Strong	Respect among students is impacting our results. New data shows that students feeling understood is impacting our results.	Social workers are pulling social skills groups with EL students to encourage feelings of belongingness and develop deeper relationships with students and staff members. Identify focus students based on reported (by staff) relational connections to find potential "invisible" students for mentorship / SEL groups.	Create groups and schedules for social workers, conduct activity to identify focus students (SDD 11/5), and revised Rundle Rise and Shine lessons.