

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: Cozine ES

Inquiry Area 1 - Student Success

Increase projected ELA proficiency from 37% (fall 2024) to 40% (spring 2025) in grades K-5 as measured in FocusED by 2024-25 MAP Growth Assessment at projected CRT proficiency threshold.

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>
Student intervention groups during the school day.	Increase student achievement.	Strong	Teachers are pulling targeted intervention groups during the designated time. Strategists, special education teachers, and CTTs are also pulling targeted intervention groups during this time. Progress monitoring is being done on a prescribed schedule based on student needs.	Continue pulling groups and flexing students within groups every 6 weeks based on progress monitoring assessments	Continued interventions and student group adjustments.
After-school tutoring	Increase student achievement	Strong	Tutoring interest meeting is scheduled for October with tutoring to begin before the end of the month and continue through March	Begin tutoring	Tutors, funding, tutoring supplies

Inquiry Area 2 - Adult Learning Culture

100% of licensed staff will participate in monthly Impact Teams meetings to improve collaboration as measured by Impact Teams attendance records and agendas.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Data meetings using the Impact Teams format.	Collaborative discussions about the rigor of instruction, student outcomes, and using formative assessment data effectively.	Strong	Regular meetings are held with the focus of targeting a key standard in either math or ELA, lessons are purposefully planned, and assessments are given to act as formative guides to progress through further instruction.	Continue with Impact Team schedule	Continued support from lead regarding backwards planning based on new ELA assessments.

Inquiry Area 3 - Connectedness

Increase TFI Tier I Implementation section score from the spring 2024 inventory score of 10/18 to 14/18 on the spring 2025 TFI.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Create and enforce procedures for common areas and reinforce the language of the school rules and school essentials.	Universal behavior expectations, common behavior language, and lower behavior referrals.	Strong	Procedures have been developed, students have been taught these procedures, teachers are enforcing procedures. Posters were created and hung around the school to help remind students of the rules and expectations for common areas.	Continued monitoring of expectations	Continued monitoring of expectations