

Act 2 - Status Check 2 (Plan of Operation Requirement)

Directions and Resources for Status Check 2

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

Status Tracker 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 from the drop-down lists will automatically update the accompanying cell on the Master Tracker tab.



School Name: The Delta Academy HS

Inquiry Area 1 - Student Success

Increase the percent of all students proficient on the ELA ACT from 38.3% in 2022 to 40.0% in 2024 as

| 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 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 to be successful in taking action?</i> |
|--|---|---|--|---|--|
| Delta teachers will be required to create lesson plans, find the content, deliver that content in class and make necessary adjustments to meet the diverse learning needs of the students.. Provide targeted Tier II instruction based on analysis of student assessment data for small groups of students who are not making adequate progress in Tier I instruction. | Students receiving Tier II interventions will show larger than average growth on progress monitoring measures (NWEA MAP). | Strong | We are strongly moving toward our goal. Some teachers are much better at making curricular adjustment than other teachers. The challenges have been finding time within the school day to coach the teachers in need of improvement. | For this school year, we will use substitute teachers to cover the master teachers' classes while they go into coach the more inexperienced teachers. These activities will occur throughout the rest of the second semester by our master teachers, substitute teachers and the coaches. | In order for this to be successful, we need to find the time to release the master teachers for coaching. Additionally, we need the teachers being coached to use the suggestions/recommendations of the master teachers on a daily basis. |
| 1003(a) Improvement Strategy: Provide evidence-based Tier II instruction to reduce the academic deficiencies and learning gaps for identified students based on data. | Through consistent, evidence-based instruction and intervention, students will acquire the skills necessary to access grade-level, Tier I instruction in the area of English Language Arts. | Strong | Our newly hired Reading Specialist has proven to be very effective with providing Tier II instruction. Having only one Reading Specialist has made scheduling the Tier II instruction for MS and HS students very difficult. Enough time in the day is the challenge | We need additional professional support in order to meet the needs of all of our students. We have hired an additional licensed ELA to assist with Tier II instruction. This person does not have classes assigned to him. His only responsibility is to provide that additional ELA support. | We need to continue work on the schedule to ensure the students in need of additional support receive those supports. |

Inquiry Area 2 - Adult Learning Culture

Increase the frequency and quality of individualizing classroom instruction from 0% to 50% as measured

| Improvement Strategies | Intended Outcomes/Formative Measures | Status | Now (Lessons Learned) | Next (Next Steps) | Need |
|---|--|--------|--|---|---|
| Provide teachers with classroom instructional materials. During the weekly PLC meetings, commit a portion of that time for ongoing professional development in the area of effective individualization of instruction to meet the diverse needs of the learner. | The diverse learning needs of the students will be met through individualizing instruction and small group Tier II instruction with targeted intervention goals. These students will show larger than average growth on progress monitoring measures (NWEA MAP). | Strong | Some of the teachers have been hesitant to request needed instructional materials. Other teachers ask for unnecessary materials. Finding the middle ground of what is needed and what is wanted has been challenging. We are using WestEd to provide our staff with on-going professional development. This has been very effective. | The school administration and master teachers need to create a list of commonly used instructional materials that have been verified as effective. This will be done by the end of April. There are four more professional development days scheduled during the 3rd and 4th quarters and an additional four PD days on Saturdays throughout the second semester. | In order for this to be successful, we need the time to meet as a group, discuss which materials are justified and which ones would not be effective. |
| 1003(a) Improvement Strategy: Analyze student performance data to plan to respond to all students' learning needs and inform Tier II instructional decisions. | Teachers will provide strong Tier II instruction and intervention to identified students and increase student achievement in English Language Arts. | Strong | Our newly hired Reading Specialist has proven to be very effective with providing Tier II instruction. Having only one Reading Specialist has made scheduling the Tier II instruction for MS and HS students very difficult. Enough time in the day is the challenge | We need additional professional support in order to meet the needs of all of our students. We have hired an additional licensed ELA to assist with Tier II instruction. This person does not have classes assigned to him. His only responsibility is to provide that additional ELA support. | We need to continue work on the schedule to ensure the students in need of additional support receive those supports. |

Inquiry Area 3 - Connectedness

Increase the student and parent participation in the school's after-school programs either in person or via

| Improvement Strategies | Intended Outcomes/Formative Measures | Status | Now (Lessons Learned) | Next (Next Steps) | Need |
|--|--|--------|--|---|---|
| Increase effective communication between school and home regarding the student programs and parent workshops offered at Delta. | We will see an increase in student and parent participation in the programs at Delta which will in turn increase school satisfaction and academic performance. | Strong | The student participation in the before and after school activities has increased dramatically over previous years. Adjusting the activities offered has proven very effective with increasing student participation. The parent participation in our programs has also increased dramatically. Again, adjusting the types of services and activities offered by the school has increased the parent participation rate. | For now, we will continue doing what we are doing as it has shown to be very effective. | In order for this to be successful, we need to continue to communicate with students and parents to determine the programs of interest. |
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