

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

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

[Directions and Resources for Status Check 2](#)

**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: Southeast Career Technical Academy

**Inquiry Area 1 - Student Success**

Increase the percent of all students proficient in math from 28.6%(2021-2022) to 36% (2023-2024) as measured by ACT.

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 exist?</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>
Overall, the math department will implement and maintain a focus on engagement and differentiation in all level math courses, with a focus on courses offered in grades 9 and 10. This includes creating access for some students to receive math instruction on a daily basis (rather than every other day).	Increase our school composite ACT score to the national average score of 21.	At Risk	There is no school-wide, direct progress monitoring data for ACT that we have currently to monitor our junior group. However, based on Winter MAP scores, analysis of "Projected MAP Proficiency" shows that 34% of our current MAP tested students are on track to show proficiency on the ACT. There is still a need for increased, more focused teacher to teacher discussions on specific classroom instruction and strategies being used to drive students towards mastery on ACT level questions and time constraints.	Junior teachers will increase focus on testing under ACT time constraints and ACT rigor, added to general unit exams. Steps to look for for next year: possible purchase of CERT for juniors.	Continue to focus on closing the inconsistency between earned scores on MAP and/or ACT and earned grades in the course through maintaining high rigor assessments in the classroom.

**Inquiry Area 2 - Adult Learning Culture**

During the 2023-2024 school year, Increase 100% of teacher knowledge and implementation of effective PLC practices as measured by PLC observation data.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Create common peer groups, common goals, and a structure to meet weekly.	Increased educator impact on student achievement, measured through administrative observation, student quarter grades, and student performance on scheduled formative and summative exams.	Strong	This strategy is being implemented as planned. There is still a need for increased, more focused teacher to teacher discussions on specific classroom instruction and strategies being used to drive students towards mastery. Teachers are being asked to utilize a focused form in order to structure and guide the conversations and ensure that consistent goals are met amongst teacher groups.	Teacher working groups need to focus in on either 1) analysis of common assessment questions or 2) campus-wide tasks made to increase student success while at school and improve teacher-student connections. Utilize a created form, continue to meet weekly, all teachers. Within those we each supervise, develop our newer staff on what PLC should look like and its purpose to (staff who are at differing levels of understanding.)	Teachers need more understanding of the purpose and process of a strong PLC and how to create meaningful PLC time together to change actions and student outcomes.

**Inquiry Area 3 - Connectedness**

Increase the amount of students reporting that they feel connected to the school community from 39% to 50% by Spring 2024, as measured by Panorama Data.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
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<p>Create more opportunities for students to connect to the adults and one another at the school.</p>	<p>Students have an increase in reporting that they feel connected to the adults on campus, that they matter to the school community, and that they belong to the school community.</p>	<p>Strong</p>	<p>Winter Panorama reflects that from Fall 2023 to Winter 2023 assessments, students overall "Sense of Belonging" increased by 2%, from 43% to 45%. This is slightly higher than the district average of 40%. Although we have now seen a slight increase over the last three surveys, continued work is needed to target students who feel a decreased sense of belonging to our school community and what make them feel connected consistently. The overall percentage marker has improved slightly, but two of the three highlighted areas of focus for us within the survey data have improved. Student connectedness to adults increased by 7% (20% to 27%), students feel that they matter increased by 5% (35% to 40%), and students feel that they belong at school maintained at 58%, with no change.</p>	<p>Continue to intervene and support (with counselors and schools social worker) with our students who respond the least favorably to these targeted areas. Continue to offer school activities that students from all backgrounds can feel a part of and actively recruit students for membership or participation. Provide materials and PD to those teachers who reach out for assistance in support their classes or students at a deeper level. Steps to look for into next year: possible whole staff PD on relationships.</p>	<p>Continued teacher and staff PD.</p>
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