

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: Lomie G. Heard ES

Inquiry Area 1 - Student Success

MAP Quintile Schoolwide (K-5th) Growth for Math & Reading:
 Increase the % of students moving to the next Quintile by 10% from Fall to Winter:

Math:
 21st – 40th: 23% to 33%
 41st – 60th: 21% to 31%
 61st – 80th: 16% - 26%
 >80th: 15% to 25%

Reading:
 21st – 40th: 21% to 31%
 41st – 60th: 20% to 40%
 61st – 80th: 19% to 39%
 >80th: 15% to 25%

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>
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<p>Reading & Math: Implement the Teaching and Learning Cycle, Pacing Guides and Teacher Clarify Guides, and the CCSD adopted Tier I instructional materials to develop a high quality Tier I instructional program for K-5th grade students.</p> <p>Implement weekly Professional Learning Communities with ELA and Math, using the CCSD PLC structure: Plan, Teach, Assess, Analyze, Respond.</p> <p>Use the CCSD Look For tools to identify strengths and areas of growth in Tier I instruction, Envisions, HMH and 95 Phonics. Use the data to develop professional development pathways, provide coaching and work with individual teacher teachers on specific areas of growth</p> <p>Reading: Implement HMH, a research-based reading and language arts program for all students, K – 5th.</p> <p>Implement a reading foundational skills program for all students, Kindergarten - 5th grade: 95 Core Phonics ~ Tier I</p> <p>Implement Tier II Reading Instructional groups, using research-based, Science of Reading materials: 95 Phonics Lesson Libraries and 95 Phonics Chip Kits</p> <p>Expand the Reading Skills Center for up to 200 students, using the CCSD RSC implementation guideline, instructional framework and lessons</p> <p>Implement Envisions math curriculum with fidelity, Kindergarten through 5th grade, using the CCSD Instructional Framework to guide instruction, weekly formative assessments, data analysis, and data based instructional changes.</p> <p>Implement Tier II math instructional groups, Kindergarten -5th grade, using Envisions Review/Reteach materials, hands on activities, manipulatives, fluency tools, and other standards based . materials.materials.</p> <p>Implement a comprehensive Tier II monitoring system for all students who are below grade level in reading & math K – 5. Monitoring system will include frequent data checkpoints and data analysis of growth and gaps and will document changes made in response to data.</p>	<p>MAP Quintile Schoolwide (K-5th) Growth for Math & Reading:</p> <p>Increase the % of students moving to the next Quintile by 10% from Fall to Winter:</p> <p>Math:</p> <p>21st – 40th: 23% to 33%</p> <p>41st – 60th: 21% to 31%</p> <p>61st – 80th: 16% - 26%</p> <p>>80th: 15% to 25%</p> <p>Reading:</p> <p>21st – 40th: 21% to 31%</p> <p>41st – 60th: 20% to 40%</p> <p>61st – 80th: 19% to 39%</p> <p>>80th: 15% to 25%</p>	<p style="text-align: center; color: green;">Strong</p>	<p>We are continuing to use Tier I Instructional Materials in ELA, Math & Science (HMH, 95, envisions & Amplify)</p> <p>We are becoming more proficient with our use of Amplify in all grades, K – 5.</p> <p>We are learning how to more effectively use enVisions w/the Instructional framework as our guide.</p> <p>We have learned a great deal about HMH and are looking to refine our practices w/Region 3 Coaching & RBG3 coaching assistance for the last part of the year.</p> <p>Our data shows that we have more Fidelity to Tier I instruction when weekly accountability checks are done.</p> <p>Data shows we need additional Tier II support for Reading and Math.</p> <p>We implemented Tier II instruction for a 2nd – 5th, using 95 Intervention resources (Phonics Lesson Library)</p> <p>We implemented a Tier II Math Center for 3rd – 5th grade students who are behind pace. Both Tier II implementations began 2nd Semester 23/24.</p>	<p>Use Look For tools to continue to monitor Tier I instruction, with a specific focus on using Learning Intentions and Success Criteria to: 1) Increase Teacher Clarify w/ learning 2) Develop Student ownership of what they are learning.</p> <p>Provide weekly data to grade levels with Learning Intentions and Success Criteria and Look For Tools.</p> <p>Use weekly data to determine on-going PD with Math & ELA (HMH & 95 Phonics)</p> <p>Provide PD for HMH implementation 3rd – 5th with Region 3 Coach/s and ongoing support for K-2 through RBG3 coach.</p> <p>Use 95 Walkthrough tools to identify needs and provide weekly PD for Tier II Reading Team.</p>	<p>Structures and Processes in place at the school site to enable Leadership to conduct weekly data gathering of Tier I and Tier II implementation data.</p> <p>Region 3 coaching support for HMH implementation, 95 Phonics Core and Intervention.</p> <p>Region 3 monitoring support, with regular Look For Tools classroom walk throughs.</p>
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Inquiry Area 2 - Adult Learning Culture

<p>School Goals:</p> <p>Implement Weekly Professional Learning Communities by creating a structured time to do the work: Designate two, 30 minute morning meetings per week to start the PLC process, and continue the PLC work during 1 prep time per week for ELA and for Math. PLCs will follow the CCSD PLC Format: Review materials, standards and pacing guide, unpack standards & develop assessments, data analysis & instructional changes based on data. The principal and coaches will lead the PLC work.</p> <p>Implementing the structures and strategies listed above will increase the number of Professional Learning Community (PLC) meetings that follow the Teaching and Learning Cycle to 30 in 2023/24 as measured by PLC meeting template.</p> <p>The percent of classroom observations that meet the Tier I Teaching and Learning Expectations will be 30% at the end of semester 1 and 60% at the end of semester 2, 2023/24 as measured by the Tier I Monitoring Tool (Focal Point).</p> <p>The percent of classroom observations that show evidence of small group, differentiated instruction in reading & math to assist students in understanding skills and concepts will be 30% at the end of semester 1 and 60% at the end of semester 2, 2023/24 as measured by the Look For Tool for HMH & Envisions</p>	
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Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
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<p>Use weekly PLC time to build knowledge of standards, common formative and summative assessments, analyze, and use data to make changes in instruction, and to create and share instructional strategies. Use school wide data from Tier I focused walkthroughs, Look For Tools from HMH, Envisions, and 95 Core Phonics to determine professional learning, differentiated support, and next steps for individuals, grade levels and schoolwide needs. Administration and instructional coaches will guide and oversee PLC work, and provide accountability for the data collection and analysis.</p>	<p>Kindergarten through 5th grade teachers will implement the Tier I instructional model, engage in standards-based instruction at the appropriate rigor, use standards-based assessments, analyze, and use data to make instructional changes, actively participate in weekly PLC collaboration work</p>	<p style="text-align: center; color: green;">Strong</p>	<p>PLC Collaboration continues to develop and grow stronger.</p> <p>Teachers are beginning to be facilitate their content/grade level PLC sessions.</p> <p>The PLC format provides a weekly extended time for PD, follow up and next steps.</p> <p>The PLC process is providing teachers with time to explore, learn, and expand curriculum, standards, assessment and instructional strategy knowledge in a setting that facilitates collaboration and growth</p>	<p>Use the PLC meeting to share the Weekly data with the Content/Grade Level teams.</p> <p>Use the Data to prepare individualized PD for each Content/Grade</p> <p>Use the PLC time to provide focus work on the effective implementation of Learning Intentions and Success Criteria.</p>	<p>Structures and Processes in place at the school site to enable Leadership to conduct weekly data gathering for Tier I and Tier II implementation data, AND to use the data for PD, Planning and Changes with instruction.</p> <p>Region 3 coaching support for Tier I Instruction and identification of Next Steps</p> <p>Region 3 monitoring support, with regular Look For Tools data gathering, to facilitate identification of next steps with Tier I instruction.</p>
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Inquiry Area 3 - Connectedness

School Goal:
Reduce the percent of all students chronically absent from 22% in 2022/23 to 10% by 2023/24 as measured by Infinite Campus.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
<p>Magnet Coordinator will implement a systematic and systemic Attendance Plan from August 2023 – May 2024: Every Day Counts! Increase Parent Attendance Communication ~ Positive and Corrective ~ regarding the number of absences, importance of being in school, Magnet school contract. Utilize Magnet Attendance Probation Contracts: start probation contracts September 2023. Utilize Hazel Health wellness plan to keep students at school. Retrain & reinforce staff members in limiting the number of students sent to the health office with minor concerns. Incentives and Celebrations for Positive Attendance and Attendance Probation Turnarounds. (Individual Students, Family, Class, Grade Level, Whole School) Parent Engagement Classes (Virtual & In-Person) to provide resources and assistance for families to keep students in school. Utilize Truancy & Wellness Checks for students with long term absences. Monitor Attendance Data Weekly; Respond Quickly; Make Changes Based on Data MLT team provides wraparound services to meet family needs and facilitate positive student attendance.</p>	<p>Students will attend school each day and not be absent unless medically necessary.</p>	<p style="text-align: center; color: orange;">At Risk</p>	<p>Structures have consistently been implemented; however, since December 2024 we have seen a decline in student attendance.</p>	<p>Increase: Attendance Incentives: HR class, grade level, individuals Positive Parent Phone calls, notes and DoJo for Good attendance and improvements in attendance. Magnet Probation Contracts for excessive attendance issues Social Media posts emphasizing the importance of attendance</p> <p>Review all Magnet Probation Contracts to identify which have made positive improvements, or absences have stabilized, and which have increased absences.</p> <p>Develop and implement parent attendance assistance: in person & virtual classes and a bank of community resources.</p>	<p>Assistant Principal takes an active role in monitoring and increasing attendance.</p>
		<p style="text-align: center; color: orange;">At Risk</p>			