

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: 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 implementation have we identified?</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>

<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 steachers 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>Strong</p>	<p>1) Using Tier I Instructional Materials; HMH & 95 Core Phonics, Envision, & Amplify K - 5th. 2) Using Envisions with fidelity 3) Increased # of math classes using the Math Instructional Framework, 3) Weekly PLC Collaboration since August 4) Unpacking standards and developing aligned assessments is improving knowledge of what students need to know and do. 5) 2nd - 5th Tier II Assessments completed, groups are identified. 6) Reading Skills Center has more than 200 students receiving targeted reading instruction.</p>	<p>1) Consistently use Tier I Instructional guide & Look for tools to identify trends and next steps. 2) Utilize a cross section of teachers & coaches to conduct walk through trend walks. 3) Begin Tier II Instructional reading groups using 95 Phonic Intervention materials. 4) Continue developing knowledge and expertise with Tier I instructional programs.</p>	<p>1) Professional learning to continue developing capacity to effectively use Tier I instructional materials.</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 schoolwide data from Tier I focused walk throughs, 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>Strong</p>	<p>1) PLC Collaboration continues to develop and grow stronger. 2) 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>1) Continue to build knowledge and capacity to do Tier I Instruction. 2) Continue to build knowledge and capacity to effectively use HMH, 95 Core Phonics, Envisions and Amplify. 3) Continued professional learning in developing knowledge of standards, learning intentions, success criteria, rigor appropriate to the standard and aligned assessments. 4) Continued professional learning in developing effective data analysis processes and how to use data to make instructional changes.</p>	<p>) Continue to develop an understanding of Tier I instruction. 2) Help with structuring consistent Trend Tracking Walkthroughs.</p>
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Inquiry Area 3 - Connectedness

<p>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.</p>	
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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>Strong</p>	<p>1) Structures are in place to increase attendance and change mindset towards attendance. 2) Individual, Class & Grade Level incentives are being consistently used. 3) Attendance is being consistently monitored. 4) Attendance percentages have increased this year.</p>	<p>1) Need an additional attendance plan for Kindergarten. 2) Consistently promote and encourage bringing a doctor's note for absences. 3) Utilize wraparound services and district resources to work with families who are struggling with attendance. 4) Continue to consistently monitor and follow up with attendance.</p>	<p>1) Attendance Plan for Kindergarten 2) Develop criteria for families: When to stay home & When to come to school. 3) Additional services and support for families who have attendance needs.</p>