

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

Directions and Resources for Status Check 2

Status Tracker Directions:

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

2. 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: Hayes Elementary School

Inquiry Area 1 - Student Success

By the end of the 23-24 school year, we will improve math proficiency from 46.4% to 55% as measured by Smarter Balanced Assessment Consortium. This goal will be progress monitored through MAP scores given three times throughout the 23-24 school year.

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, relative to the goal?</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>
Implement a consistent common curriculum in math with success criteria and visible learning intentions.	Implement a consistent spiraling, connected curriculum across grade levels with success criteria and clearly defined learning intentions for all students.	At Risk	The team analyzed Winter 2023-2024 MAP data to determine the overall school trends. Our Math MAP data showed 62% of students were at or above the 41st percentile, whereas 41% of students were at or above the 61st percentile from 58% (at or above the 41st) and 38% (at or above the 61st) in Fall 2023-2024. Schoolwide data showed adequate growth at the 60th percentile K-5. Additionally, our median achievement percentile increased from the 47th percentile in Fall 2023-2024 to the 53rd percentile in Winter 2023-2024. We continue to see an area of opportunity in the Numbers and Operations instructional area. We are still working to implement clear learning intentions and success criteria during Tier I instruction.	We will continue to utilize CCSD pacing guides and Teacher Clarity Documents during planning time. We will implement small flexible groups during Tier I instruction to help differentiate the grade level standards for students. Teacher training will be provided on look-for tools to support the implementation of Envision. Grade levels will work together to vertically align math strategies and compile a resource that can be referenced during math intervention groups and be provided to parents as a resource. Additionally, we will incorporate more Math groups into our WIN (what I need) time to help support deficits for students.	We determined the need for a Math Strategist and CTTs to assist with pulling small groups of students to provide enrichment, intervention, and targeted skill practice. Likewise, we determined the need to focus on NBT Tier I instruction. Teachers created SLGs focused on mathematical communication and reasoning. Furthermore, we need more dedicated time for planning Tier I instruction, by preparing PLCs ahead of time and using data to inform our instructional decisions.
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Inquiry Area 2 - Adult Learning Culture

By the end of the 23-24 school year, we will improve our standard-aligned Tier 1 tasks and assessments from 60% to 75% as measured by classroom walkthrough data collected on the Tier I monitoring tool. This goal will be progress monitored through monthly walk through data analysis throughout the 23-24 school year.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Implement PLCs with an emphasis on lesson structure (TIER I tasks), specifically related to differentiation strategies, while improving teacher questioning and student discourse opportunities. As well as ensuring learning intentions and success criteria are clear and utilized consistently.	PLCs follow the preplanned PLC agendas	At Risk	As grade-level teams, we analyzed the MAP data growth quadrant reports and class breakdown reports to identify students who did not meet growth targets and require intervention/enrichment. During Data Chats with administration, we determined a need to focus deeper on growth data during PLC time and purposefully plan differentiated Tier I groups and tasks.	We will schedule times to review student data and progress during PLCs. Furthermore, we will revise GATE and pull-out group schedules to better align with Tier I Instructional blocks.	We determined the need to continue to focus on preplanned agendas to maximize the time educators have to discuss data and Tier I instruction. We also need to create a better balance of the content focus during PLCs as some grade levels have spent additional time on ELA collaboration with the implementation of HMH.
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Inquiry Area 3 - Connectedness

By the end of the 23-24 school year, as measured by Infinite Campus attendance data, we will improve the number of students chronically absent from 17.9% (22-23) to 10% (23-24).

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
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Implement strategies to support student attendance and family awareness of chronic absenteeism.	Students will attend school regularly, over 90% of enrolled school days.	At Risk	After reviewing semester 1 data, we determined a need to intervene now for all students who are trending toward chronic absenteeism. As of day 104, FocusED shows us at a daily chronic absenteeism of 14.9%.	We will continue to increase parent communication specifically regarding the importance of attendance for students and providing medical documentation to document illness. Additionally, we determined the need for more student-centered incentives to increase buy-in for families. We will also set up check-in meetings for families who are at 11 or more absences as of now.	We determined the need to provide student incentives. Teachers have used TPOP support for students who are currently labeled chronically absent (11 or more absences). The leadership team will brainstorm new incentives for attendance to increase student and family buy-in. We will continue the use of golden Hero Grams which are issued to students who have perfect weekly attendance.
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