

Act 2 - Status Check 1

Directions and Resources for Status Check 1

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

**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.

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2. Identify specific **Lessons Learned (Now)**, **Next Steps**, and **Needs**

School Name: Keith and Karen Hayes Elementary School

| Inquiry Area 1 - Student Success                                                                                                                                                                                                                                                                   |                                                                                                                                                            |                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| Increase the percent of students scoring above the 60th percentile in reading from 39% (spring 24) to 45% (winter 24) to 50% (spring 25) by the end of the 2025 school year as measured by MAP® Growth™ Assessments.                                                                               |                                                                                                                                                            |                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Improvement Strategies                                                                                                                                                                                                                                                                             | Intended Outcomes/Formative Measures                                                                                                                       | Status<br><i>Are we implementing the improvement strategy as planned?</i> | Now (Lessons Learned)<br><i>What does our progress monitoring data reveal about progress toward our goal?<br/>What are we learning as we implement our improvement strategies?<br/>What challenges with implementation and gaps in</i>                                                                                                                                                               | Next (Next Steps)<br><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<br><i>What do we need to be successful in taking action?</i>                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Implement a consistent common curriculum in reading 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 Fall 2024 MAP data to determine the overall school trends. Our Reading MAP data showed 62% of students were at or above the 41st percentile, whereas 39% of students were at or above the 61st percentile. We are still getting to know the HMH curriculum to improve consistency amongst our grade-level teams.                                                                   | We will continue to utilize our Strategists to assist in supplemental lessons as needed for enrichments and intervention groups. We will implement small flexible groups during Tier I instruction to help differentiate the grade level standards for students. Additionally, we will incorporate more Phonics groups into our WIN (what I need) time to help support deficits for students. | We determined the need for a Interventionist to assist with pulling small groups of students to provide enrichment, intervention, and targeted skill practice. Likewise, we determined the need to focus on scaffolds and differentiation within our Tier I instruction. Teachers created SLGs focused on reading 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. |
| Inquiry Area 2 - Adult Learning Culture                                                                                                                                                                                                                                                            |                                                                                                                                                            |                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| The percentage of Professional Learning Community (PLC) observations where learning tasks aligned to standards are discussed will increase from 68.4% in quarter 1 to 75% in quarter 2 to 85% in quarter 3 and to 95% in quarter 4 as measured by the PLC Observation Tool.                        |                                                                                                                                                            |                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 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 developed a grade-level quadrant to further examine the needs of our students. Additionally, each teacher will participate in a data chat with the administration, to identify student needs during Tier I instruction. During these discussions, we determined a need to focus deeper on summative data during PLC time. | We will schedule specific dates, based on summative testing dates, to review assessment data for all major standards during PLCs.                                                                                                                                                                                                                                                             | We determined the need to focus on preplanned agendas in order to maximize the time educators have to discuss data and Tier I instruction.                                                                                                                                                                                                                                                                                                                                                                     |
| Inquiry Area 3 - Connectedness                                                                                                                                                                                                                                                                     |                                                                                                                                                            |                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Reduce the percentage of students chronically absent from 13.9% in 2024 to 8% by 2025, as measured by Infinite Campus Daily Attendance Data.                                                                                                                                                       |                                                                                                                                                            |                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Improvement Strategies                                                                                                                                                                                                                                                                             | Intended Outcomes/Formative Measures                                                                                                                       | Status                                                                    | Now (Lessons Learned)                                                                                                                                                                                                                                                                                                                                                                                | Next (Next Steps)                                                                                                                                                                                                                                                                                                                                                                             | Need                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Implement strategies to support student attendance and family awareness of chronic absenteeism.                                                                                                                                                                                                    | Students will attend school regularly, over 90% of enrolled school days.                                                                                   | Strong                                                                    | After reviewing 1st quarter data, FocusED shows us at a daily chronic absenteeism of 7.9%.                                                                                                                                                                                                                                                                                                           | We will increase parent communication specifically regarding the importance of attendance for students. Additionally, we determined the need for more student-centered incentives to increase buy-in for families.                                                                                                                                                                            | We determined the need to provide student incentives. Our MLT team is providing montly incentives to students who are at-risk or currently chronic. Furthermore, we introduced attendance competitions for grade level teams.                                                                                                                                                                                                                                                                                  |