

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

Directions and Resources for Status Check 2

Only type in the yellow cells.

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.

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School Name: Keith and Karen Hayes Elementary School

Inquiry Area 1 - Student Success

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 Are we implementing the improvement strategy as planned?	Now (Lessons Learned) 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?	Next (Next Steps) What specific actions do we need to take to address the challenges and performance gaps we've identified? By when? By whom?	Need What do we need to be successful in taking action?
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.	Strong	The team analyzed Winter 2024-2025 MAP data to determine the overall school trends. Our ELA MAP data showed 66% of students were at or above the 41st percentile, whereas 46% of students were at or above the 61st percentile from 62% (at or above the 41st) and 39% (at or above the 61st) in Fall 2024-2025. Schoolwide data showed adequate growth at the 55th percentile K-5. Additionally, our median achievement percentile increased from the 52nd percentile in Fall 2024-2025 to the 56th percentile in Winter 2024-2025. We continue to see an area of opportunity for students in the 80th and 90th percentile of achievement reaching their growth percentiles.	We will continue to utilize CCSD pacing guides and Teacher Clarity Documents during planning time. We will implement small flexible differentiated groups during Tier I instruction to help mastery of grade level standards for students. Continued Teacher training will be provided on look-for tools to support the implementation of HMH. Grade levels will work together to ensure scaffolds and differentiation are available to students throughout the Tier I instructional block. Additionally, we will continue WIN (What I Need) groups to help support deficits and provide enrichment for students.	We determined the need for strategists and CTTs to assist with pulling small groups of students to provide enrichment, intervention, and targeted skill practice. Teachers created SLGs focused on decoding and comprehending text. 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 when developing quality rigorous small group activities for independent practice.

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 class breakdown reports to identify students who did not meet growth targets and require intervention/enrichment. During mid-cycle reviews with administration, we determined a need to focus deeper on growth data during PLC time and purposefully plan differentiated Tier I groups and independent tasks.	We will schedule times to review student data and progress during PLCs. Furthermore, we will frequently revise WIN groups and small groups to quickly address student misunderstandings. We will develop ways to provide enrichment activities for students at or above the 80th percentile (Differentiation) within the Tier I instructional block.	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 to ensure a balance across subject areas.

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 semester 1 data, we determined a need to continue to intervene for all students who are trending toward chronic absenteeism. As of day 105, FocusED shows us at a daily chronic absenteeism of 15.7% (11.4% excluding Medical Professional Notes).	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 to increase 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 frequent student incentives. Teachers have used TPOP support for students who are currently labeled chronically absent (11 or more absences). The MTSS 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.