

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: Thiriot

**Inquiry Area 1 - Student Success**

ELA  
Increase the percent of students proficient on SBAC in ELA from 45.9% to 64.9% in 2024.\*

Math  
Increase the percent of students proficient on SBAC in Math from 32.8% to 58% in 2024.\*

Science  
Increase the percent of students proficient on SBAC in Science from 10.8% to 39.5% in 2024.\*

To monitor progress toward these goals, we will observe the growth in our MAP proficiency scores from Fall to Winter. We will make a plan of action and adjust as necessary at a MAP data analysis meeting on January 22nd, 2023 during staff development day.

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</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>
Teach standards-based lessons through the implementation of HMH Into Reading , (Elementary), Core 95 Phonics for Tier II, Exact Path, and Smarty Ants supplemental materials as guided by CCSD Pacing Guide Long Range Planning in Professional Learning Communities. Reimplement What I Need (WIN) differentiated block Core 95 Phonics, Professional Development LETRS strategies, as well as school wide reading goal setting. Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): HMH Reading - EBI Level 2, Professional Learning Communities (PLC) - EBI Level 2, Core 95 Phonics EBI Level 1, Exact Path EBI Level 2, Smarty Ants - EBI Level 4 , Leveled Literacy Intervention (LLI) - EBI Level 1, Flying Start EBI Level 2, Leader in Me - EBI Level 4, MyOn EBI Level 3, MTSS EBI Level 1, AR EBI Level 3	As a result of receiving strategic intervention, support, and Tier 1 differentiation, students will demonstrate academic growth as evidenced on 2024 Spring SBAC and MAP assessments.	Strong			

**Inquiry Area 2 - Adult Learning Culture**

At the end of the 2023-24 school year, all staff will be trained in HMH, 95 Phonics, Fastbridge, and Exactpath. The intention is utilizing new curriculums that improve student learning in the classroom. This will be measured between August - May during classroom observations and post observation conferences with teachers. Grade levels will work together to implement the new curriculum and supplementary materials.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Provide HMH Trainings during staff development days, Exactpath trainings after school, and 95 phonics and Fastbridge support.	At the end of the 2023-24 school year, all staff will develop sound knowledge of best practices in engagement, instruction, and improving overall achievement as evidenced in classroom observations, pre/post conferences, and assessment data. Staff will be trained in HMH and Core 95.	At Risk			

**Inquiry Area 3 - Connectedness**

Decrease the percentage of chronic absenteeism from 34% at the end of the 22-23 school year to 24% at the end of the 23-24 school year.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Put attendance incentives in place, Truancy Diversion program on Tuesdays, phone calls and ParentLinks to chronically absent families by counselor, principal, assistant principal, and the CIS.	Improve chronic absenteeism by 10% from last year.	Strong			