

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

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

[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: 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 performance are we noticing?</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.	At Risk	MAP Data for Winter shows schoolwide math has improved from 38th percentile to 46th while ELA has improved from 43rd- 45th. This shows that more support is still needed in HMH, Core 95, Exact path etc.	More training will be offered on these Tier 1 and Tier II materials. Progress will be monitored by classroom observations, PLCs, and pre/post meetings.	As a school, we will continue to monitor instructional success by the Spring Map Assessment.

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.	Strong	Training was given to staff during staff development day on 1/22/2024 and additional training has happened during morning staff meetings and after school.	Begin training on Fastbridge and transition from Easy CBM to Fastbridge. Keep monitoring where we need additional supports.	Schedule April's staff development day and include additional training time.

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	FocusEd data shows an downward trend that is close to a 10 percent reduction in chronic absenteeism. Constant contact with parents and explaining the attendance policies paired with monthly celebrations have shown to be effective.	Continue to utilize procedures already established while counselor continues to offer services for students in need.	To set up procedures for the 24-25 school year, so they can be implemented from the first day of school. We need more documentation for families to understand the attendance policies.