

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: Mabel Hoggard Magnet ES

Inquiry Area 1 - Student Success

Our students will demonstrate an increase in proficiency from 46% to 51% in math during the 2023-2024 school year as measured by SBAC.

Our students will demonstrate an increase in proficiency from 50% to 55% in reading during the 2023-2024 school year as measured by SBAC.

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 implementation do you see?</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>
The administrator will communicate clear targets or expectations for teacher performance and student performance and create a system for consistent monitoring and follow-up on growth and development. The administrator will provide teachers and students with high quality, CCSD approved curriculum in reading and math to help accomplish the school goal. All students will participate in the Lifeline Panorama Survey in December to help measure our students' social emotional learning needs. The administrator will also share the ongoing status of the established targets with teachers, students, and parents during every Staff, LIT, and SOT meeting throughout the year. Our school will implement the newly adopted programs of HMA for reading support, as well as Exact Path and Edulastic to support the attainment of this goal.	If 75% of students demonstrate mastery over our identified learning targets, there will be a minimum of a 5% increase on our state assessments.	Strong	Data from the Fall MAP assessment reveals that 45% of students are performing at the 60th percentile or higher in math, and 48% of students are performing at the 60th percentile in reading. Our SBAC scores reveal that 55% of our students met proficiency in ELA; an 8% increase from the previous year. Our SBAC scores reveal that 47% of our students met proficiency in math; a 7% increase from the previous year. Our SBAC scores reveal that 24% of our students met proficiency in science; a 5% increase from the previous year. The administrators worked with teachers to establish the following targets for teacher and student performance: Students will work in Exact Path for 45 minutes a week in reading and math. Students will set a goal of earning one trophy in reading and one trophy in math every week in Exact Path. Each grade level established a goal of Accelerated Reading points for their grade level, as follows: Kindergarten (5 points), 1st grade (50 points) 2nd grade (40 points) 3rd grade (40 points) 4th grade (40 points), 5th grade (100 points).	Our next steps with this goal will be to monitor our student usage and success rate in Exact Path. We will look at our data to see how many students are earning trophies in Exact Path, and we will determine what the obstacles are for achieving this goal, and what options we have for overcoming those obstacles. We will also determine how close we are to meeting the targets we set for AR as well. If we develop goals or a focus on achieving these targets for AR and Exact Path, we should have a strong chance at demonstrating the 5% increase on our state assessments.	We need to develop a timeline for analyzing our progress on Exact Path and AR. We also need to develop a system of communication with our students to celebrate student success on these programs. Our PLC time will need to include opportunities to analyze growth toward our goals on Exact Path and AR.

Inquiry Area 2 - Adult Learning Culture

By May of 2024, 100% of our teachers will be trained on the implementation of our schoolwide curriculum programs for students. This goal will be continued for the 23 - 24 school year.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Provide effective and on-going professional development on the utilization of our curriculum programs of HMA, Edulastic, Exact Path, and Core 95 Phonics.	All teachers will provide students with high quality instruction using consistent district approved curriculum	Strong	All of our teachers received training on all of the District's newest curriculum tools of HMA, Exact Path, Edulastic, and Core 95 Phonics. This training took place over the summer and during the beginning of the school year.	We will conduct needs assessments for teachers during the year to determine what kind of follow up training is required on any of our curriculum tools for teachers to develop their expertise on the implementation of these tools.	We need to develop a systematic method for the use of these tools. We will also utilize the district "Look Fors" document to examine trends in our teacher's application of these tools to help ascertain what follow up professional development/feedback is necessary.

Inquiry Area 3 - Connectedness

By May of 2024, 100% of students will be provided with instruction, and access, to resources to support their social emotional development and needs. This goal will be continued for the 23-24 school year.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Our school will implement school wide social/emotional structures and curriculum.	Student survey results will show an increase in the number of students that agree or strongly agree that our school does a good job to present bullying	Strong	Our school does implement a school wide social/emotional structure to help manage student behaviors. We implement Kelso's Choices, Random Acts of Kindness, and we also administer the Panorama survey to students three times a year.	We will use some funds from our Strategic Budget to provide our school with a second counselor. Our second counselor will be able to help support these social emotional programs for our school and students.	We need a method to determine the effectiveness of these programs for our school. We need to determine what other resources may benefit our students if more support is needed.