

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 of 5% or higher in the areas of reading, math and science during the 2024-2025 school year as measured by SBAC.

Specifically, our students will demonstrate an increase in proficiency from 60% to 65% in reading during the 2024-2025 school year as measured by SBAC.

Our students will demonstrate an increase in proficiency from 56% to 61% in math during the 2024-2025 school year as measured by SBAC

Our students will demonstrate an increase in proficiency from 28% to 33% in science during the 2024-2025 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?</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>
<p>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. 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.</p>	<p>If 75% of students demonstrate mastery over our identified learning targets, there will be a minimum of a 5% increase on our state assessments.</p> <p>Targets Include: Exact Path - Every student will receive 45 minutes of participation on Exact Path every week with the goal of earning a "trophy" in reading and math every week HMH - Full implementation of ELA for reading instruction for Tier I support Core 95 Phonics - Implementation during Tier I instruction and Tier II support with identified students Edulastic - Utilization of assessment bank for common assessments analyzed during PLC meetings</p>	<p>At Risk</p>	<p>We have learned that having clearly communicated expectations on the implementation of all curricular programs is very important. We have learned that our school wide expectations must be in writing and must be communicated to teachers and monitored by administration. We have communicated this expectation, and we have created a system of discussing our school wide data with teachers during staff, SOT and LIT meetings. As this communication system is new, and we are in a transition period with hiring a new Principal, our school will need to continually communicate, implement, and monitor these school wide procedures and expectations this year throughout the transition period.</p>	<p>Our school will need to create a schedule or calendar of observations and feedback opportunities with teachers to monitor the implementation of this goal. This calendar was created and shared with teachers at the beginning of the year. This yearlong calendar includes the dates for our grade level PLC meetings, our LIT and Staff Meetings, our calendar of LETRS training, as well as the curriculum focus for the week. We have also included the specific observation tool and curriculum component in HMH, Amplify and EnVisions that we will focus on each week. Weekly administration meetings are also included on the schedule to ensure that we have planned discussions centered around the implementation of this goal.</p>	<p>We need to keep ourselves accountable for implementing the action steps centered around this goal. We need to continuously monitor our implementation of our district approved curriculum programs throughout the year. We need to ensure that we are following our calendar of observations and PLC meetings, and making revisions as necessary.</p>

Inquiry Area 2 - Adult Learning Culture

By May of 2025, 100% of our teachers will receive professional development on the continued implementation of our district adopted curriculum programs for students. In addition, by May of 2025 our identified staff members will complete the first four units from the Science of Reading (LETRS) professional development.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
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<p>Provide effective and on-going professional development on the utilization of our curriculum programs of HMA, Edulastic, Exact Path, and Core 95 Phonics.</p>	<p>All teachers will provide students with high quality instruction using consistent district approved curriculum</p>	<p>At Risk</p>	<p>We have learned that on-going professional development on curricular programs is very beneficial to the success of the implementation. We provided teachers with follow up professional development on the implementation of Exact Path at the beginning of the year. Follow up professional development on HMH and Amplify has not been scheduled. The focus of our Staff Development Days for this year and next year will center around LETRS - The Science of Reading.</p>	<p>Our master schedule includes dates for "Tuesday Talks". This is a thirty minute block of time in the morning for professional development opportunities for teachers. These opportunities for PD are scheduled for once a month. So far, the Tuesday Talk meetings have centered around discussing our school wide SLG expectations, and also our school wide expectations for anchor charts. We can utilize our Tuesday Talk schedule to implement training on HMH and Amplify.</p>	<p>We need to compare our observations with our data to determine what needs our school has in terms of professional development. If our observational data and MAP data reveals significant discrepancies, we will be able to determine what specific professional development our school needs. As an example, our SBAC data revealed very low proficiency in the area of science. Our science leads and administration visited a school with higher science scores to learn more about how this school is preparing their students for success in this area. We will need to work with CPD to provide guidance and PD to our school to support science instruction.</p>
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Inquiry Area 3 - Connectedness

Our goal for the 2024 - 2025 school year will continue to be for 100% of our students to receive instruction and access to resources to support their social emotional needs. Our instruction and resources include Hazel Health, the Panorama Survey, and our character development curriculum of Random Acts of Kindness.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
<p>Our school will implement school wide social/emotional structures and curriculum.</p>	<p>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.</p>	<p>Strong</p>	<p>We have learned that our students behavior improves when there is clear communication about school wide expectations. We have learned that our students feel safer on campus when there are clear expectations for acceptable behavior. Their social emotional needs are better met when we have programs available to meet their needs in the area. To support their emotional health, we held an assembly at the beginning of year to discuss these programs and supports. These include our matrix the outlines acceptable behavior in all areas of our campus. We also discussed our conflict resolution of Kelso's Choices, and our character based education outlined in our monthly lessons thought Random Acts of Kindness. We also utilize the Panorama Survey and Hazel Health to help support our students in most need of emotional support.</p>	<p>Our next step is to continuously communicate and monitor the usage of these programs with teachers. We have a Behavior Implementation Team (BIT) that meets weekly to help support our students with behavioral/emotional challenges on our campus. Teachers are able to meet with our team through a solution oriented framework to suggest and implement structures aimed at improving student outcomes in school as related to their behavior/social emotional needs.</p>	<p>We need to continue to monitor this goal with teachers throughout the year. We need to work with our counselor to ensure that the Panorama survey is being implemented as prescribed by the District. We need to ensure that teachers are referring students to our BIT committee as necessary when we see an increase in student referrals to the office. We also need to continuously communicate our schoolwide expectations to students throughout the year to ensure that we are maintaining a safe culture at our school that will be aimed at decreasing instances of bullying on our campus.</p>