

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:

- 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
- 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: Tom Williams ES

Inquiry Area 1 - Student Success

Increase the percent of all students scoring above the 61st percentile in Math from 22% (spring 2024) to 28% (spring 2025). (AB 219 Attainable quantitative goal) EL students from 12% (spring 2024) to 18% (spring 2025) as measured by MAP Growth Assessment. Therefore increasing all students' SBAC proficiency in Math from 15.4% in 2024 to 20.4% in 2025 and (AB 219 Attainable quantitative goal) EL students' SBAC proficiency in Math from 4.8% in 2024 to 9.8% in 2025.

Increase the percent of all students scoring above the 61st percentile in ELA from 20% (spring 2024) to 26% (spring 2025). (AB 219 Attainable quantitative goal) EL students from 9% (spring 2024) to 15% (spring 2025) as measured by MAP Growth Assessment. Therefore increasing all students' SBAC proficiency in ELA from 29.2% in 2024 to 34.2% in 2025 and (AB 219 Attainable quantitative goal) EL students' SBAC proficiency in Math from 10.5% in 2024 to 15.5% in 2025.

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 are we experiencing?</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>
All students will be engaged in rigorous, standards based Tier 1 and Tier 2 instruction aligned to NVAC standards	Student SBAC score will increase.	At Risk	<p>Our progress monitoring data indicates that our students above the 61st percentile in MAP Math increased from 18% to 25% from Fall of 2024 to Winter 2024.</p> <p>Our progress monitoring data indicates that our students above the 61st percentile in MAP ELA increased from 22% to 24% from Fall of 2024 to Winter of 2024.</p> <p>The implementation of our improvement strategies has yielded success in both ELA and Math. Classroom observations and PLC discussions confirm that students are actively engaged in Tier 1 instruction aligned with NVAC standards, utilizing the district-adopted curriculum. Teachers are incorporating district-wide Tier 1 instructional materials effectively, though challenges remain in fully adapting to the instructional shifts required by the new ELA curriculum. Some teachers continue to experience difficulties with the pedagogical changes, which has impacted the consistency of implementation and student performance in specific areas.</p> <p>One key takeaway has been the need for additional tutors to maintain small intervention group sizes, ensuring fidelity to the intervention model. Additionally, we have identified students within the 41st–65th percentile range who require targeted comprehension-based interventions to bridge gaps and strengthen foundational skills.</p>	<p>Ongoing professional development will focus on aligning lesson plans with CCSD's teacher clarity guides, utilizing CCSD Teaching and Learning documents, and leveraging CCSD "Look For" tools to enhance instructional effectiveness. Administrators, learning strategists, and instructional coaches will provide targeted coaching and collaborative support to ensure effective PLC implementation.</p> <p>Teachers will use MAP data and assessments to drive differentiation and instructional planning. To support this work, the master schedule includes four common planning periods per week to foster collaboration and data-driven decision-making. Additionally, scheduled instructional walks with a deliberate focus will provide consistent monitoring and feedback on instructional practices aligned with the district's Tier 1 curriculum.</p> <p>An additional focus will be developing enrichment opportunities for students scoring above the 66th percentile during the acceleration block, ensuring they are challenged appropriately and continue to grow academically. The leadership team and instructional staff will explore strategies and resources to enhance learning experiences for these students</p>	<p>We need targeted professional learning for all staff on the district-adopted ELA Tier 1 and Tier 2 instructional materials. This will ensure teachers have the necessary support to effectively implement the new curriculum. Additionally, access to substitutes will be essential to facilitate instructional rounds and ongoing professional development.</p> <p>Staffing remains a critical factor, as filling licensed teacher vacancies is necessary to maintain manageable class sizes and optimize student learning. Strengthening school-wide PBIS structures will also be key in minimizing behavioral disruptions, allowing teachers to dedicate more time to instruction.</p> <p>While we have tutors in place to support students scoring below the 40th percentile, we need to secure additional tutors to provide enrichment and targeted instruction for students above the 40th percentile. Expanding these supports will ensure all students receive appropriate academic challenges and opportunities for growth.</p>

Inquiry Area 2 - Adult Learning Culture

Teachers will increase the number of PLC meetings analyzing data from 25% (2023-2024) to 50% by May 2025 as measured by the master calendar and PLC meeting notes and observations.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
<p>The leadership team will implement structures and provide clear expectations for collaborative PLC meetings. B) The staff will engage in high-quality PLC meetings following the teaching and learning cycle.</p>	<p>Teachers will provide purposeful, differentiated, Tier 1 and Tier 2 whole and small group instruction</p>	<p>At Risk</p>	<p>As we analyze our progress monitoring data, we recognize both our successes and areas requiring mid-course adjustments. One significant improvement has been the refinement of our PLC structures. Teachers are now engaging more purposefully with the school-wide PLC agenda, using collaborative data analysis to drive instructional planning. While this marks a positive shift, we continue to fine-tune our approach to ensure deeper impact.</p> <p>Observational feedback has guided key instructional adjustments. The implementation of district core instructional materials in ELA and Math (HMH, 95% Core, EnVision) has been largely successful; however, gaps in ELA expertise remain. In response, we are prioritizing intentional instructional walks focused on ELA, providing additional support, and expanding training on Tier 1 and Tier 2 curriculum. Our instructional walks highlighted the need for greater scaffolding and differentiation, leading us to adjust our professional learning opportunities accordingly. Additionally, we have provided SBAC professional learning to support year-end planning, incorporating tasks that allow students to demonstrate mastery of year-end goals.</p>	<p>Teachers will engage in data analysis during PLC meetings to strategically plan Tier 1 and Tier 2 instruction, aligning with the CCSD Teaching and Learning Cycle (focusing on planning and instruction based on student performance and identified needs).</p> <p>The Tom Williams PLC agenda will remain a key tool for structuring weekly PLC meetings, ensuring consistency and effectiveness in collaboration.</p> <p>Learning strategists and administrators will actively participate in PLCs, providing guidance on data analysis and supporting grade-level teams in refining instructional strategies for Tier 1 and Tier 2 interventions.</p> <p>The Leadership Team will conduct focused instructional walks to assess instructional practices and determine areas for targeted professional development. Additionally, leadership will explore professional learning opportunities through district resources and external vendors in both Math and ELA. Teachers will also have access to support from CCSD content-specific coordinators to enhance instructional effectiveness.</p>	<p>A structured, school-wide approach to professional learning focused on district curriculum implementation. Providing substitute teachers to ensure educators can engage in meaningful, in-depth professional development and collaborative planning.</p> <p>Fostering a shared commitment among staff that ongoing data analysis is essential for improving student achievement. Reinforcing the understanding that PLCs and the Teaching and Learning Cycle are not additional tasks but integral components of effective instruction, driving purposeful planning and improved student outcomes.</p> <p>Equipping tutors with high-quality professional learning to strengthen their instructional skills and effectively utilize curriculum materials.</p> <p>The leadership team will remain actively involved in weekly PLC meetings, offering support to grade-level teams, while also conducting focused instructional walks to pinpoint areas where additional teacher support is needed.</p>

Inquiry Area 3 - Connectedness

Decrease chronic absenteeism from 21.7% in 2023-2024 to 17% in 2024-2025 as measured on FocusEd.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
<p>The school support team will clearly outline attendance expectations to all families. (B.) Letters will be sent out monthly to notify parents of students that are currently chronically absent. Admin will provide professional learning to staff. (C.) Attendance meetings will be held to educate and engage families about the impact of attendance on achievement.</p>	<p>Decrease the number of chronically absent students.</p>	<p>Strong</p>	<p>We have adopted a comprehensive strategy to improve student attendance. Random Attendance Days (RAD) are announced during lunches, offering incentives on unpredictable days to motivate students to attend regularly. Additionally, administration remains proactive in partnering with parents through attendance meetings to identify and address the root causes of absences. To further support this effort, the school and district have engaged attendance officers to intervene with chronically absent students, ensuring a sustained and systematic approach to improving attendance rates.</p>	<p>(A) The school support team will maintain clear communication with families by sending home letters that reinforce the importance of regular attendance and outline attendance expectations.</p> <p>(B) Attendance meetings will be conducted to inform and engage families on how attendance directly impacts student achievement.</p> <p>(C) Our Communities in Schools Liaison (CIS) will continue offering incentives for students on Random Attendance Days (RAD) to encourage regular attendance. In addition, to combat chronic absenteeism, we have established incentives for parents who actively support their child's consistent attendance.</p>	<p>We will continue identifying students at risk of chronic absenteeism and collaborate with their families to set attendance expectations and provide necessary support. It is essential to raise parental awareness about the negative effects of poor attendance on student learning. We seek cooperation from families with high absenteeism rates to ensure students consistently attend school.</p> <p>A consistent process will be established to ensure regular monthly written and verbal communication with parents of students exhibiting chronic absenteeism, highlighting the potential impact on their child's academic progress and urging proactive measures to improve attendance.</p> <p>We will refine our systems for monitoring attendance and continue meeting with parents throughout the year. It is also important to regularly remind staff about attendance policies so they can engage with families on this issue. Additionally, we will work with community partners to secure incentives that support our attendance initiatives.</p>

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