

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: 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 seeing?</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 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 decreased from 22% to 18% from Spring 2024 to Fall of 2024. However, our historical data indicates that 13% of our students were above the 61% in Fall of 2023, which shows a 5 % increase in students at the 61st percentile and above.</p> <p>Our progress monitoring data indicates that our students above the 61st percentile in MAP ELA increased from 19% in Spring of 2024 to 22% in the Fall of 2024. Our historical data indicates that 19% of our students were above the 61% in Fall of 2023, which shows a 3% increase in students at the 61st percentile and above.</p> <p>Improvement strategies were successful in both ELA and Math. Observational walks and PLC meetings showed evidence that students were engaged in Tier 1 instruction aligned to NVAC standards utilizing the adopted district-wide curriculum. Teachers are utilizing district wide Tier 1 instructional materials, in Math and ELA. Implementation of ELA curriculum is underway, though is still hindered by teachers' struggles with the pedagogy associated with the new materials. Challenges persist in aligning teaching methodologies with the ELA curriculum, highlighting a notable gap in performance.</p>	To address identified challenges and performance gaps, the school aims to continue to fully integrate an enhanced PLC model and Leverage Leadership practices by the end of the 2024-2025 academic year, led by the school leadership team and grade level teams. Continuous professional development, incorporating CCSD Teaching and Learning documents and CCSD "Look For" tools will be ongoing, with a focus on aligning lesson plans to the CCSD teacher clarity guides. Administration, learning strategists, and instructional coaches will coach, activate, and collaborate with teachers in the implementation of the PLC model. Utilizing MAP data and assessments, teachers will identify areas for differentiation. Furthermore, common PLC and planning time have been embedded into the master schedule to facilitate collaboration, ensuring at least four common preps per week for teachers. Scheduled instructional walks with an intentionally focus will allow for consistent monitoring of instructional practices aligned with the Tier 1 district wide curriculum. These initiatives are aimed at improving teaching practices and student outcomes throughout the school year.	We need systematic professional learning for all staff on the district adopted ELA Tier 1 and Tier 2 instructional materials to support teachers' implementation of the new program. Substitutes for instructional rounds and professional learning. Licensed teachers to fill vacancies to keep class sizes low. School-wide PBIS structures to allow teachers more time to focus on instruction and less time on "behaviors."

**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>Our progress monitoring data highlights promising strides towards our goal, particularly evident in the improvement of our PLC structures. While there is evidence of advancement, further refinement remains necessary. Notably, teachers are actively engaging with the school-wide PLC agenda, emphasizing collaborative data analysis and purposeful instructional planning.</p> <p>Observational feedback underscores the successful implementation of new district core instructional materials in both ELA (HMH and 95% Core). However, challenges persist, notably in ELA expertise, reflecting a need for intentionally planned instructional walks observing ELA, additional support and training using the Tier 1 and Tier 2 curriculum. Additionally, Math professional learning opportunities will be provided.</p>	<p>Teachers will analyze data in PLC meetings to purposefully plan for Tier 1 and Tier 2 instruction using the CCSD Teaching and Learning Cycle documents (Plan and Teach based on students' performance and need).</p> <p>Teachers will continue to utilize the Tom Williams PLC agenda in weekly PLC meetings.</p> <p>Learning strategists and/or administration will attend PLC meetings to support and monitor grade level teams with data analysis and planning for Tier 1 and Tier 2 instruction.</p> <p>The Leadership team will intentionally plan instructional walks to observe and identify areas in need for professional development. Leadership team will seek professional development opportunities from vendors and/or district departments (Math/ELA).</p>	<p>Systematic school-wide professional learning for district curriculum. Substitute teachers so teachers can attend in depth professional learning and collaboration time. Buy-in from all staff that weekly data analysis is critical to student success and outcomes. Buy-in from staff that PLC and the Teaching and Learning Cycle are not "just one more thing," but things we are already doing to improve student outcomes/purposeful planning will improve achievement. The leadership team will continue to participate in weekly PLC meetings to support the grade level teams and conduct intentional instructional walks to identify areas that teachers need support.</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 implemented a multifaceted approach. Firstly, Random Attendance Days (RAD) have been introduced during lunch, providing students with incentives on random days of the week to encourage regular attendance. Additionally, administration has actively engaged with parents through attendance meetings to identify and address underlying reasons for absences. Moreover, the school and/or district have initiated the involvement of attendance officers to intervene when students are chronically absent, ensuring a consistent effort to improve attendance rates.</p>	<p>(A) The school support team will continue to clearly outline attendance expectations to all families by sending a letter home to remind parents of the importance of consistent attendance. (B.) Letters will continue to be sent out monthly to notify parents of students that are currently chronically absent. (C.) Attendance meetings will be held to educate and engage families about the impact of attendance on achievement. (D) Our Communities in School Liaison (CIS) will continue to incentivize students on Random Attendance Days (RAD). Additionally, to help prevent chronic absenteeism, we have incentives in place for parents who ensure their students attend school regularly.</p>	<p>We will continue to identify students that are in danger of becoming chronically absent and meet with their families to establish attendance guidelines and supports needed. We need to increase parental awareness of the significance of how attendance negatively impacts instruction. We need cooperation from the families with high absenteeism rates to ensure their students get to school. We will continue to refine our systems and structures to monitor and meet with parents throughout the year regarding attendance. We need to frequently remind our staff of attendance policies so they can dialogue with families. We need community partners to donate incentives to sustain our attendance initiatives.</p>