

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: **Howard E. Heckethorn Elementary**

Inquiry Area 1 - Student Success

Increase the percent of students scoring above the 41st percentile in reading from 71% (Fall 2024) to 73% (Winter 2024) to 75% (Spring 2026) as measured by MAP® Growth™ Assessments.

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</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>
Provide teachers with opportunities, support, and professional development to implement effective PLC meetings, RTI practices, small guided reading group practices, rubric based constructed written responses based on text evidence, and systematic targeted intervention of deficit areas within teacher small group instruction, enrichment blocks, and CTT intervention.	If teachers effectively collaborate through weekly PLC meetings that focus on all components of the Teaching and Learning Cycle for ELA Tier I Instructional strategies and systematic targeted intervention of student deficit areas, then students will be able to appropriately utilize academic discourse, read closely and analytically to comprehend and respond to a range of increasingly complex texts which will support improvement of all students reading comprehension and proficiency that will increase the percentage of students scoring above the 41st percentile in ELA as measured by the 2024-2025 MAP Growth Assessment.	Strong	The school has completed our Fall MAP Growth assessments with results showing a 1% improvement from last years fall assessment (70% to 71%). Teacher PLC Grade level times are established for common meeting times. Weekly progress monitoring of students based on fall MAP data is being used to make targeted ELA and Math student groupings for their I and II walk to learn acceleration blocks and CTT intervention instruction. Student goal setting and scoreboarding continues to be a common practice throughout the school and weekly WIG Wednesdays to allow students to review and share progress towards their goals.	Continue implementing improvement strategies.	Nothing at this time.

Inquiry Area 2 - Adult Learning Culture

100% of the teachers will actively participate and implement the PLC Action Planning Form and understand how to analyze grade level assessment data by May 2025, as measured by ongoing professional development and PLC observations.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Provide teachers with professional learning emphasizing effective team collaboration, understanding the 4 key big idea PLC questions, learning the Teaching and Learning Cycle, specifically... Assess-Analyze-Respond, , and aligning the Common Core Companion resource to the PLC process.	If teachers effectively create a cohesive team with the same end in mind, ask/answer the 4 key big idea PLC questions, backward plan creating targeted assessments, better understand how to analyze students data, respond effectively with targeted, instructional strategies, then teachers will be able to consistently access grade level standards and their progressions to create productive instructional plans, create-utilize-analyze grade level assessment data to determine meaningful next steps to support students with varying needs, and increase student proficiency and growth in all content areas which will support the improvement of 100% of teachers being prepared for PLC meetings by May 2025 as measured by the PLC Action Planning Form.	Strong	Targeted collaboration has moved to placing an emphasis on Assess-Analyze-Respond to students assessment and data results based on the Teaching and Learning Cycle. Continued targeting of Success Criteria & Learning Intentions will place a primary focus for upcoming lessons with our new ELA curriculum HMH. Extra duty pay is given to all teachers K-5 each week during a prep period to create a common PLC time for full grad level collaboration.	Continue implementing improvement strategies.	Nothing at this time.

Inquiry Area 3 - Connectedness

Create a school culture of leadership that communicates worth and potential to all students, reducing the number of major behavior incidents reported in Infinite Campus from 340 to 300 by May, 2025.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
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<p>Provide teachers with professional learning emphasizing the Core Paradigms of Leader In Me and how they connect with the schools mission statement and create opportunities for students and staff to collaborate through Student and Teacher Lighthouse Teams.</p>	<p>Students will feel a sense of worth and potential that they are valued and have a purpose for being at school and have a positive impact on the school community.</p>	<p style="text-align: center;">Strong</p>	<p>Our previous goal targeted students perception of bullying. The team felt this was not an accurate vision of the behavior of our students. Our Leader in Me process continues the establishment of a Student Lighthouse Team to promote student leadership and engagement throughout the school which has enhanced collaboration opportunities for our student body. We have added grades K-2 students to our Student Lighthouse Team and have increased our team to 154 students.</p>	<p>We have restructured our student school wide incentive plan using "Blazer Bucks" and created a school-wide goal and incentive for students. Teachers have established within their own classrooms leadership roles allowing students to have a purpose and personal responsibility for a successful classroom and personal growth. Implementation of school wide morning Leader In Me SEL block with focus on restorative practices and student/teacher relationships. Will continue to have Monthly Student Leadership Assemblies. Will provide teacher supports through bi-monthly "Behavior PLC's".</p>	<ul style="list-style-type: none"> * "Blazer Bucks" * SEL schedules and guidelines * School Wide Scoreboard * I.C. Behavior Reporting Guides * Student Leadership Binders & Lighthouse Action Team Binders
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