Act 2 - Status Check 2 (Plan of Operation Requirement)

[Directions and Resources for Status Check 2](#)

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School Name: C.P. Squires Elementary School

Inquiry Area 1 - Student Success

Increase the percentage of students In K-5th grade scoring above the 40th percentile in Reading from 37 % in Spring of 2023 to 42% by Spring of 2024 as measured by MAP Growth Assessments.

Increase the percentage of students in K-5th grade scoring above the 40th percentile in Math from 34% in Spring of 2023 to 39% by Spring of 2024 as measured by MAP Growth Assessments.

Improvement Strategies	Intended Outcomes/Formative Measures	Status *Are we implementing the improvement strategy as planned?*	Now (Lessons Learned) *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 performance are we noticing?*	Next (Next Steps) *What specific actions do we need to take to address the challenges and performance gaps we've identified? By when? By whom?*	Need *What do we need to be successful in taking action?*
1. All students will engage in high-quality, rigorous Tier I reading and math instruction utilizing the Nevada Academic Content Standards, CCSD-adopted curricular materials, pacing guides, and Tier I MTSS Teaching Expectations.2.All K-5 teachers in collaboration with learning strategists and designated support staff members will participate in delivering targeted Tier II instruction in both reading and math. Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): HMH EBI Level 3, enVision Math EBI Level 3; CORE 95 Phonics Level 3	1. Successfully provide students with access to high quality instruction. Increase student proficiency in reading and math while increasing the percentage of students performing above the 40th percentile as measured by the MAP growth assessments. 2. All K-5 teachers in collaboration with learning strategists and designated support staff members will participate in delivering targeted tier II instruction in both reading and math. Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): HMH EBI Level 3, enVision Math EBI Level 3; CORE 95 Phonics Level 3	At Risk	2023 Spring SBAC data indicates 20.2% of students are proficient in math and 26.7% in reading. 37% of K-5 students scored above the 40th percentile on the winter math MAP assessments. 39% of students scored above the 40th percentile on the winter reading MAP assessments. Our data demonstrates a need for a continuation of the implementation of the outlined improvement strategies.There are inconsistencies within the delivery of high quality Tier I instructional strategies, knowledge of the NVACS, and the Tier I Teaching Expectations. The implementation of newly adopted instructional materials is also a challenge. We also realized pacing was off and was adjusted in October(2023) and January (2024) to align with the CCSD pacing guides. Task alignment to standards are not 100% in all classrooms.	**Administrative Action Steps:** 1. Administration will monitor expectations communicated for utilizing aligned tasks to support success criteria to grade levels in PLCs. 2. Administration will complete classroom observations to monitor learning task alignment with success criteria and NVACS. Including a focus on pacing. 3. Teachers and students will engage in learning tasks from the Tier I instructional materials aligned to posted success criteria and the NVACS. 4. Administration will conduct Tier I classroom observations to observe look-fors for all classroom teachers. 5. Administration will provide a second round of feedback during post-observation conferences and work with strategists to support teachers who need additional assistance.**Staff Action Steps**: 1. Grade level chairs (GLC) will communicate expectations for learning tasks and success criteria to teams. 2. Teachers will deliver lessons with aligned learning tasks with appropriate pacing. 3. Teachers will utilize feedback and look-fors to purposefully plan and execute aligned learnings tasks. 4. Teachers will continue to implement aligned learning tasks with appropriate pacing, using feedback from post-observation conferences.	1. Adopted Tier I and Tier II Materials 2. Tier I and Tier II Teaching Expectations 3. Math and ELA Look For Tools 4. Tier I Observation Monitoring Tool.

Inquiry Area 2 - Adult Learning Culture

The number of Professional Learning Community (PLC) meetings that follow the Teaching and Learning Cycle will be 80% by the end of semester 1 and 100% by the end of semester 2, 2024 as measured by PLC meeting observations.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need

All teachers will engage in effective Professional Learning Communities (PLCs) in alignment with the Teaching and Learning Cycle: Plan component. Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Professional Learning Communities (PLC) EBI Level 2, Data Analysis EBI Level 2	All licensed staff members will participate in weekly PLC meetings following the common data meeting structure.	Strong	Department teams are consistently following a common data meeting structure to conduct weekly PLC meetings. PLC imrpovements listed below: PLC Meeting Agenda was implemented PLC Assessment Review document was created Since November, PLC meetings have been focused on the following tasks - Assessment data review and shuffle for ELA Tier I instruction - BAM utilizing the Tier I PLC Assessment Review Form and Plan documentfor math - Long range planning aligned to CCSD Pacing Guides and Instructional Framework - Look Fors Tool Overview - RTI Data Discussion - Winter MAP Data discussions and development of mid-course corrections	**Administrative Action Steps:** 1. Administration will monitor during grade level PLCs on effectively unwrapping upcoming standards identify learning progressions, intentions, success criteria, scaffolding and differentiation strategies, small group learning. Administration will utilize the Teaching & Learning Cycle: Plan document. 2. Administration and strategists will work with grade levels to continue practicing the Teaching and Learning cycle in upcoming PLCs. 3. Administration will share PLC observation data trends with leadership team. Leadership team will discuss next steps for teams. **Staff Actions Steps:** 1. All teachers will continue to egage in PLCs to unwrap standards, identify leearning progressions, intentions, success criteria, scaffolding and differentiation strategies. Grade level chairs will utilize the Teaching & Learning Cycle: Plan document that they have been previously trained on using. 2. Grade level leads will facilitate PLCs, utilizing and refining their practice with the Teaching and Learning Cycle: Squires Plan document. 3. Grade level leads will continue to refine PLC processes based on trends.	1. Teaching and Learning Cycle: Squires PLC document. 2. Teacher Clarity Guide 3. Pacing Guides 4. Look For Tools 5. Assessment Review document 6. PLC Look For Tool

Inquiry Area 3 - Connectedness

Decrease the percentage of K-5th grade chronically absent students from 39% in May 2023 to 25% by May of 2024 as measured by attendance data in Infinite Campus and FocusEd.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
The school will implement and follow the CCSD Multi-Tiered System of Support Attendance Protocol. Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Climate and Culture-EBI Level 4	Increase daily student attendance rate resulting in students' overall academic success, connectedness for students, and a sense of partnership between home and school.	Needs Immediate Attention	Our current chronic absenteeism rate is 39% as of January 23, 2024. The slowly decreasing rate began increasing in November 2023. We find challenges with consistency amongst stakeholders with tracking and follow through of action steps of the MTSS Attendance Protocol.	**Administrative Action Steps:** 1. Administration will work with MTSS/Attendance Team to develop a structure for monitoring student attendance and assign specific tasks. 2. Administration in collaboration with MTSS/Attendance Team will implement monthly attendance incentives for students. 3. Administration will monitor attendance and conduct parent meetings for students with absence percentages over 25%. **Staff Action Steps:** 1. Counselor will identify students in grade levels who need Tier II and III support. 2. Teachers will communcate with parents and set goals with students for attendance. 3. Office staff and Family Center staff will make phones calls weekly to students in the chronic absenteeism category.	Follow through on tasks.