

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: **Kitty Ward ES**

Inquiry Area 1 - Student Success

UPDATED School Goal 24-25: Increase the percentage of students scoring above the 70th percentile in Math from 39% fall 2024 to 45% (winter) to 50% (spring) as measured by the MAP Growth Assessment. *Students scoring above the 40th percentile will also be closely monitored.

- Kindergarten: 36% (fall)
- First Grade: 45% (fall)
- 2nd Grade: 47% (fall)
- 3rd Grade: 45% (fall)
- 4th Grade: 43% (fall)
- 5th Grade: 18% (fall)

Increase the percentage of students scoring above the 70th percentile in ELA from 45% fall 2024 to 50% (winter) to 55% (spring) as measured by the MAP Growth Assessment. *Students scoring above the 40th percentile will also be closely monitored.

- Kindergarten: 27% (fall)
- First Grade: 46% (fall)
- 2nd Grade: 51% (fall)
- 3rd Grade: 54% (fall)
- 4th Grade: 45% (fall)
- 5th Grade: 42% (fall)

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 there?</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 support and professional development to implement rigorous tier 1 instructional strategies and curriculum, continue with our PLC process and include learning intentions and success criteria, and continue to familiarize and utilize enVisions, HMH, Exact Path, Edulastic, 95 Phonics, etc.	All teachers will effectively deliver meaningful and rigorous tier 1 instructional strategies, including small group instruction and curriculum based on classroom observations, benchmark assessments, quick checks, teacher and student self-reflections, and formative and summative data review.	Strong	Our SBAC data showed that we could progress better than we would like, particularly in math. Our goal is to focus on small group instruction to provide more targeted instruction, including additional enrichment activities.	The administration, RBG3, and the leadership team will all participate in bi-weekly to monthly data collection. This will determine what must be revised or improved to advance our goals. - Weekly PLC meetings -Weekly RTI and PBIS meetings -Monthly leadership team meetings and cross-grade level instructional team meetings -Coaching Support -Classroom observations -Instructional Rounds -After-school "Text Talks" (article studies) focused on instructional best practices -Common formative and summative assessments, including data analysis -Professional Learning (8 MPs, engagement structures, writing across the curriculum, higher DOK level questioning, performance tasks)	-Coaching -Continued training and PLCs to better understand new materials and how to increase student engagement, instructional time, and rigorous instruction -Professional Texts to improve instructional strategies -Instructional Walk data collection form -Funds for extra grade level planning time -Funds for professional development and texts/materials -Funds for after-school tutoring

Inquiry Area 2 - Adult Learning Culture

School Goal: Increase the percentage of staff members who will be prepared for and fully participate in weekly PLC meetings from 70% to 100% by May 2025, as measured by the PLC outline/agenda, PLC observations, and teacher surveys. Teachers will consistently monitor student data, use the BAM assessment model when creating assessments, create learning intentions and success criteria, and actively participate in a safe, learning-centered environment.

Increase the percentage of staff members who will understand the importance of all aspects of the PLC process from 70% to 100% by May 2025, as measured by teacher surveys and PLC observations. The teachers will engage in professional learning utilizing the materials provided (Teacher Clarity Playbook).

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Provide teachers with professional learning emphasizing on unwrapping the standards, creating learning intentions and success criteria, building common assessments, and being prepared for school-wide meetings and PLC meetings. Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale); PLC EBI Level 2	Teachers will fully understand the importance of PLCs, data analysis, BAM, success criteria/learning intentions, and unwrapping the standards. Teachers will fully understand the importance of collaboration and active participation during all PLC meetings.	Strong	PLCs must review assessment data more often to help drive instruction, enhance reteaching opportunities, etc.	Increase the review of common assessment data during PLCs.	-Funds for extra grade level planning time

Inquiry Area 3 - Connectedness

School Goal:
23-24 School Year: We were able to decrease the percentage of students who are experiencing "Challenging Feelings" (sad: 54% (fall) favorably to 58% (spring), lonely: 59% (fall) to 60% (spring) favorably, mad: 47% (fall) to 51% (spring) favorably, worried: 50%(fall) to 55% (spring) favorably) from 53% overall favorably (fall) to 57% overall favorably (spring) as measured by the Panorama Survey for 3rd-5th grade students. (This is higher than the District average of 48%).

Based on 24-25 Panorama Data, we will adjust our goal to focus on the overall averages for Challenging Feelings, Emotion Regulation, Positive Feelings, Sense of Belonging, and Social Awareness. Our goal is to increase these categories by +3%.

Challenging Feelings (fall) 53% positive
Emotion Regulation (fall) 42% positive
Positive Feelings (fall) 78% positive
Sense of Belonging (fall) 73% positive
Social Awareness (fall) 72% positive

Reduce the percentage of students chronically absent from school from 10.9% (23-24 school year) to 6% (24-25 school year) from FocusED and the NV School Rating Report Card.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Provide students with engaging and safe classroom environments to support all students' social-emotional growth (Tiers I, II, & III) to encourage daily attendance and strategies to work through difficult/challenging feelings.	To decrease the number of students facing challenging feelings (mad, lonely, sad, worried) from fall to spring and decrease the number of students who are chronically absent from school.	Strong	We were able to increase positive feelings and reduce our chronic absenteeism data.	This year, we rolled out the RCA House System to build a positive sense of belonging. It also supports positive behaviors, including academic achievement and attendance at school.	-Funds to purchase incentives for students