

Act 3 - Reviewing Our Journey

Directions and Resources for Act 3

Status Tracker Directions:

1. Select from the drop-down list:  
Did we achieve our goals - **Yes, No.**  
Should we continue, correct, or cancel our goals/strategies - **Continue, Correct, Cancel.**

2. Identify specific **Lessons Learned, 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.

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School Name: Kitty Ward ES

Inquiry Area 1 - Student Success		Did we achieve our Student Success goal? <i>What does our data reveal about our progress toward our goal?</i>	Continue, Correct, or Cancel the Goal? <i>Should we continue, correct, or cancel this goal in our next SPP?</i>			
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)		No	Continue (and update)			
Improvement Strategies	Intended Outcomes/Formative Measures	Were our improvement strategies successful? <i>How successful were we at implementing our improvement strategies?</i>	Continue, Correct, or Cancel the Strategy? <i>Should we continue, correct, or cancel the associated improvement strategies in our next SPP?</i>	Now (Lessons Learned) <i>Why were our improvement strategies successful or unsuccessful? What have we learned about ourselves and our school through this goal and these improvement strategies? How have our improvement efforts impacted achievement across demographic groups?</i>	Next (Next Steps) <i>What can we do right away to put our Lessons Learned into practice?</i>	Need <i>What do we need to be successful in taking action?</i>

<p>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.</p>	<p>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.</p>	<p>No</p>	<p>Continue</p>	<p>MATH: We exceeded our math goal by 10%. Ending the year at 60% of our students at or above the 70th percentile. We also closely monitored the 41st percentile and above. It significantly improved from 69% in the fall to 80% in the spring. MATH: Kindergarten: 61% (spring) -2% from winter First Grade: 75% (spring) +9% 2nd Grade: 66% (spring) +1% 3rd Grade: 58% (spring) +1% 4th Grade: 63% (spring) +14% 5th Grade: 40% (spring) +10% MATH OVERALL: 60% +10% This overall score surpasses our spring goal of 50%. To support math instruction, our teachers attended two full days of Kagan training to increase meaningful discourse and student engagement. We also utilized Number Talks for the first 15 minutes of each math lesson, writing in math with our SLG/PPGs, and consistently using learning intentions and success criteria. We also purchased Kathy Richardson's small-group math materials and provided an after-school professional development session on small-group lessons for Tier I math. Our teachers also focused on math facts, and students utilized Edmentum daily. Additionally, our teachers continue to gain a better understanding of Envisions and when to supplement instruction for students. As for demographics, every ethnic group, except for American Indian, saw an increase in the number of students at or above the 70th percentile. (Asian +24, Black/African American +16, Hispanic/Latino +21, Native Hawaiian/Pacific Islander +20, Two or more races +32, White +19) American Indian students showed a 67% increase in students at or above the 41st percentile.  READING: We did not meet our reading goal of 55% of our students at or above the 70th percentile. We ended the year at 50%, representing an overall increase of 5% from the fall to the spring. ELA: Kindergarten: 52% (spring) -1% from winter First Grade: 62% (spring) +2% 2nd Grade: 57% (spring) -2% 3rd Grade: 51% (spring) +3% 4th Grade: 45% (spring) -3% 5th Grade: 39% (spring) -3% ELA OVERALL: 50% -4% This overall score is below our goal of 55%. As for demographics, four ethnic groups saw an increase in the number of students at or above the 70th percentile. (Asian +7, Black/African American -1, Hispanic/Latino +7, Native Hawaiian/Pacific Islander +30, Two or more races -7, White +6, American Indian -33) To support reading instruction, our teachers attended two full days of Kagan training to increase meaningful discourse and student engagement. We also had a District trainer for HMH on campus to work with each grade level during one of their professional learning communities (PLCs). In March, we hosted an HMH District training on our school campus. This encouraged many of our teachers to attend. At the end of the year, an Implementation Manager from 95 Phonics was on campus to observe classrooms during the teachers' phonics block. This time was used to determine how we were doing with our 95 Phonics program and to identify next steps for the upcoming school year to improve phonics instruction. We also provided an after-school professional development and article study on how to increase rigor in the classroom for Tier I instruction. We have learned that our teachers are still refining their skills with the new HMH reading program. They have had misconceptions about the program, and they are still learning about all the resources available to support their students more effectively. What has not helped their understanding of the program is that many of the grade levels divide up the subjects among themselves and then share their plans. Many of the teachers who did not spend the time developing the reading lessons themselves did not show adequate growth. Many also thought it was a scripted program, and they struggled with time management for certain parts of HMH (ex. vocabulary). We also did not implement as many school-wide trainings to support teachers with the new curriculum as we wanted due to time constraints.</p>	<p>We will begin the year with a data dive to identify our successes and areas for growth in reading and math. As for math, we will continue to focus on the strategies we implemented last year to maintain our students' success. (rigorous and engaging lessons, small groups, writing in math, Number Talks, real-world math connections) We also have 14 classroom teachers attending a two-day training on Tier II Small Groups for Math. Our school provided each participant with the \$100 instructional kit required for the training.  When it comes to reading, we are close to being on the right track. We need more 20-minute bite-sized professional development sessions (due to time constraints in the morning) for all teachers, and a focus on providing more targeted support for specific grade levels and individual teachers as we continue to learn more about the HMH program. Teachers will also utilize the updated Teacher Clarity Guides to support all ELA skills, which are aligned to the learning intentions and success criteria.</p>	<p>We need collaborative teams of teachers, optimistic and determined mindsets from all staff members, and opportunities for professional development. This will include coaching support and revamping our Professional Learning Communities (PLCs) to understand better the program's alignment with the standards and how to increase student engagement, instructional time, and targeted, rigorous instruction to meet the needs of all students. Instructional walks will become a regular practice on campus, allowing teachers to learn from one another. We are also hoping to secure the funds to provide after-school professional development and to compensate teachers for participating in Professional Learning Communities (PLCs) and for after-school tutoring for students.</p>
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<b>Inquiry Area 2 - Adult Learning Culture</b>		<b>Did we achieve our Adult Learning Culture goal?</b>	<b>Continue, Correct, or Cancel the Goal?</b>			
<p>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.</p> <p>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).</p>		Yes	Continue (and update)			
<b>Improvement Strategies</b>	<b>Intended Outcomes/Formative Measures</b>	<b>Were our improvement strategies successful?</b>	<b>Continue, Correct, or Cancel the Strategy?</b>	<b>Now (Lessons Learned)</b>	<b>Next (Next Steps)</b>	<b>Need</b>
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.	No	Continue	Now that CCSD has established the Curriculum Hub and the Teacher Clarity Guides have been updated, we will revamp our Professional Learning Communities (PLCs) to utilize the materials provided in the Hub. For the past five years, we have been unwrapping the standards using the Core Companions and creating or improving assessments, etc. It has worked, but we want to move to a more substantial alignment with CCSD PLC expectations. This will support our teachers as they also work to understand HMH better and all that it has to offer.	We will revise our PLC agendas and provide professional development on the Curriculum Hub and the new Teacher Clarity Guides. We will also create a PLC calendar to ensure that grade levels cycle back to discuss data from formative, summative, SLGs, and SBAC interim assessments.	We will revamp our Professional Learning Community (PLC) agenda and train our staff on how to utilize the Curriculum Hub and Teacher Clarity guides to their fullest extent. The new agenda will ensure teachers are clear about when to cycle back to a data review to drive instruction. We would like to have additional funding to pay teachers for their preparation time.
<b>Inquiry Area 3 - Connectedness</b>		<b>Did we achieve our Connectedness goal?</b>	<b>Continue, Correct, or Cancel the Goal?</b>			
<p>NEW GOAL: Decrease the percentage of students who are experiencing a fixed mindset under "Growth Mindset" section. We scored 54% overall favorably (winter) as measured by the Panorama Survey for 3rd-5th grade students. (This is higher than the District average of 53%).</p> <p>Based on 24-25 Panorama Winter Data, our goal is to increase these GROWTH MINDSET categories by +3%.</p> <p>How much can you increase the effort you give in school? (winter) 62% favorably  How much can you improve your behavior in school? (winter) 64% favorably  How much can you increase how smart you are? (winter) 60% favorably  When you make a mistake on your school work, how often do you ask your teacher for ways you can do better next time? (winter) 28% favorably</p> <p>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.  OLD GOAL Panorama Survey CHANGED this section so a NEW goal has been created. 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%).</p> <p>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%.</p> <p>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</p> <p>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.</p>		No	Continue (and update)			
<b>Improvement Strategies</b>	<b>Intended Outcomes/Formative Measures</b>	<b>Were our improvement strategies successful?</b>	<b>Continue, Correct, or Cancel the Strategy?</b>	<b>Now (Lessons Learned)</b>	<b>Next (Next Steps)</b>	<b>Need</b>

<p>Provide students with engaging and safe classroom environments to support all students' social-emotional growth (Tiers I, II, &amp; III) to encourage daily attendance and strategies on how to develop a growth mindset.</p>	<p>To decrease the number of students facing a fixed mindset (winter to spring) and decrease the number of students who are chronically absent from school.</p>	<p>No</p>	<p>Continue</p>	<p>Part 1: Within the Growth Mindset Categories from the Panorama Survey, we went down from winter in three out of four sections. We did increase our score with the question, "When you make a mistake on your schoolwork, how often do you ask your teacher for ways you can do better next time?" We increased by 6%. This was the question on which our students scored the lowest. We are now 1% lower than CCSD under the Growth Mindset Category. As a school, we did not target the importance of a growth mindset or metacognition within the classrooms.</p> <p>Part 2: We did not meet our goal for chronic absenteeism. We finished the year at 9.8%, which is one percentage point higher than last year. As a staff, we did not completely adhere to attendance expectations or hold parents and students accountable for returning all makeup work.</p>	<p>Part 1: To support this, we will provide teachers with meaningful professional development on the NEPF Instructional Standard 4 (Students engage in metacognitive activities to increase understanding of their responsibility for learning) and on the research of growth versus fixed mindsets. We will also ensure that our counselor provides Growth Mindset classroom lessons, so students can see how they can "own" their learning and believe in the power of having a growth mindset.</p> <p>Part 2: We will be revamping our attendance policy with detailed expectations for staff on how to address each absence. This will include a school-wide cover letter for all makeup work (which must be completed within three days), attendance contracts, and communication with parents, office staff, and administratio</p>	<p>We will implement our plan and provide professional development in our first week back, focusing on growth mindset, metacognition strategies, and our attendance policy guidelines.</p>