

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

****Only type in the yellow cells.****

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

Status Tracker Directions:

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

2. Identify specific **Lessons Learned (Now), 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.



School Name: Keller Elementary School

Inquiry Area 1 - Student Success

Increase the percent of K-5 students meeting their projected growth in Math from 47.1% to 55% and the percent of K-5 students meeting their projected growth in Reading from 48.7% to 55% as measured by the 2024 Spring MAP Growth Assessment.

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 understanding exist?</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>
Teachers will use research based instructional materials when providing Tier I and Tier II instruction in ELA and Math.	Students will meet and/or exceed projected growth in Reading and Math from Fall to Spring as measured by the Spring 24' MAP Growth Assessment.	At Risk	Tier I Math instruction is STRONG and teachers are using an assessment strategy called, "Assess and Differentiate" to assess student learning and provide support to remediate and extend student learning in mathematics. However, Tier I Reading instruction needs immediate attention. A new ELA curriculum, purchased by CCSD was implemented this year and teachers are still learning how to use the curriculum materials to teach the ELA NVACS. More time is needed for professional learning and full implementation.	For ELA instruction, teachers will participate in professional learning and collaboration time to extend their understanding of the new ELA curriculum materials and planning for instruction. Students will be given an opportunity to receive incentives for reading. Teachers will increase read aloud time, prioritize planning for instruction, and attend professional learning for planning ELA instruction	Time for professional learning and collaboration and student incentives for reading.
The Title 1 Math Learning Strategist will provide extra support to students in grades 2-5 who scored between the 41st and 60th percentiles in Math on the MAP Growth Assessment. In addition, K-5 classroom teachers will work with students who scored below the 21st percentile in Math on the MAP Growth Assessment during daily Math intervention time.	Students working with the math strategist will receive an extra 30 minutes a day of math instruction. These students will show larger than average growth as measured by the Spring MAP Growth assessment. In addition, students working with classroom teachers during daily intervention time will meet and/or exceed projected growth as measured by the Spring MAP Growth Assessment.	Strong	When selected students participate in math instruction with the math strategist, they are pre-exposed to the new concepts/learning. Students also receive extra support and students have an opportunity to teach and support other students. MAP Growth data showed that students in these math groups reached their winter goals and overall, the school exceeded their MAP Median Growth percentile goal for winter.	This improvement strategy is highly effective and will continue with selected students in grades 2-5 based on MAP Growth Assessment data for the remainder of the year.	Continue to have groups meet regularly each week and for teachers to ensure that students are attending their assigned group.

Increase the percentage of staff that feel there is good communication amongst teachers, staff, and administrators at the school from 87.5% to 93% as measured by the December 2024 Districtwide climate survey.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
School leadership (Admin) will provide staff with professional learning on effective PLC+ processes and structures and will implement new strategies for effective communication.	Teachers will have opportunities to participate in PLC+ and communication processes and structures	Strong	New PLC structures and processes were implemented this year. As a midyear checkin, observation data shows that teachers need more feedback to improve implementation.	PLC teams will continue to follow through with expectations and recommit to processes and structures the school has implemented.	PLC teams need feedback and PLC Leaders need more guidance from administrators.
Staff will have an opportunity to attend professional learning on effective PLC+ processes and structures and attend conferences and/or trainings.	Teachers will implement instructional strategies and knowledge gained from attending professional learning.	Strong	Teachers have received professional learning on PLC+ processes and structures. Teachers have been implementing effective PLC+ structures and submitting documents to admin for review. PLC+ discussions are impactful and teachers feel it is beneficial to their instructional practice and student learning.	PLC teams will continue to follow through with expectations and recommit to processes and structures the school has implemented.	A survey will be created and distributed to staff before the end of the year in April to determine effectiveness of implementation of new processes and structures.

Inquiry Area 3 - Connectedness

Decrease the school's chronic absenteeism rate from 37% to 30% as measured by the 2024 end of the year attendance and absence report.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
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<p>School Counselor and Safe School Professional will work closely with staff and admin team to provide support to identified students and their families. Specifically, meetings with families will be scheduled, attendance plans will be developed and closely monitored, and incentives provided.</p>	<p>Students will attend school more consistently and parents will share a responsibility in student attendance which will decrease the school's absenteeism rate.</p>	<p>At Risk</p>	<p>Current absenteeism rate is 29% and it's only the beginning of the 2nd semester. Teachers suggested more frequent incentives for students that are present. The staff feels that the district needs to have more stricter rules regarding attendance to hold parents accountable. The counselor and school safe professional are working hard meeting with parents, developing attendance plans, and filing educational neglect forms. However, parents are not following through.</p>	<p>Administrators, SOT Members, teachers, and Student Council will design a plan for weekly attendance incentives. The school counselor and Safe School Professional will continue to meet with parents and students who are missing excessive days of school and develop Attendance Plans. Teachers will continue to monitor attendance and refer students with excessive absences to the school counselor.</p>	<p>The state and/or district need to put additional attendance rules, procedures, and structures in place, such as incentives for those attending school and consequences for those that do not follow attendance guidelines to hold parents accountable.</p>
<p>Implement an After School All Stars program and Student Council program.</p>	<p>Students who participate in the after school program will have a greater feeling of being connected to the school community as measured by the Panorama survey. Students who participate in student council will develop leadership skills and feel more connected to the school and promote student participation in school wide activities to increase overall student sense of belonging at the school.</p>	<p>Strong</p>	<p>The Student Council program needs to start sooner in the year. Student Council members should be given more responsibility and be held accountable for tasks and responsibilities. There should also be an induction ceremony for students and families when students are elected into Student Council. After School All Stars is going well; however, students who are on school sport teams such as soccer and basketball are not being given time to do homework. In addition, some students on these extra-curricular teams are not behaving appropriately at school or keeping up with their classwork.</p>	<p>Next year, students elected for Student Council will participate in a beginning of the year induction ceremony with their families present. Guidelines for tasks and responsibilities will be developed and implemented for the Student Council program. For After School All Stars, students who participate in school extra-curricular activities such as sports teams will be held accountable for grades and behavior. This will be explained to students and families prior to participation. Students who receive office referrals for misbehavior should not be allowed to play on the school sports team.</p>	<p>Student Council advisors need time to prepare for elections earlier in the year to include a planned induction ceremony. A guideline document for Student Council tasks and responsibilities needs to be developed. Communication and guidelines for participation in extra-curricular activities needs to be developed for implementation.</p>