

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: 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 56% and the percent of K-5 students meeting their projected growth in Reading from 49.1% to 58% 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</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.	Strong	Teachers are utilizing core curriculum programs for ELA and Math for Tier 1 instruction. Teachers are learning how to utilize the new ELA program. The pacing for this is a bit of challenge but is being reviewed and adjusted. Teachers analyzed data to form Tier II reading groups. Teachers are implementing the Assess & Differentiate teaching strategy during Math instruction for Tier II instruction.	Teachers need additional training and planning support with the new ELA curriculum. Teachers also need additional support on how to effectively use assess and differentiate more effectively during Math instruction.	Additional time to collaborate and plan for instruction using standards and new ELA curriculum.
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	Fall MAP Growth Data was analyzed and students identified for extra 30 minutes of math instruction for students in grades 2nd through 5th. Groups began on September 12, 2023 conducted 3x per week.	Analyze winter MAP Growth data.	Ensure that students working with math strategist 3x per week still meet their 45 minutes (weekly) on ExactPath learning platform.

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	Teachers began formal PLC+ meetings for planning and data analysis on September 5, 2023. All PLC+ teams meet in the same room. Agendas are created using school template for each meeting. Teachers meet once a week for PLC+ Planning and once a week for PLC+ Data Analysis. School wide template forms are utilized for planning meetings and data analysis meetings.	Each grade level PLC team will utilize the data sheet to track summative assessment data on common grade level assessments. Teachers will be given more time to plan for instruction.	Teams need additional time to analyze assessment data in the form of Structured Teacher Planning Time. School administrators and specialists will come up with a plan to allow for teachers to have more planning time.
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 received PLC+ training and HMM training at the beginning of the year. Teachers are posting learning intentions and success criteria in their classrooms.	Teachers will receive additional training and support with the new ELA curriculum (HMM Into Reading) and additional support and training with WIDA and how to assist students with being prepared as well as ELL strategies in the classroom.	Support from ELL department with WIDA training.

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 School Liaison 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>Strong</p>	<p>Teachers were advised on new school wide absence and attendance policy for monitoring student attendance. Counselor and School Liaison are meeting with parents and teachers are contacting parents and documenting contact in the teacher contact log in infinite campus.</p>	<p>Counselor and school liaison will continue to monitor student daily attendance of identified students and make contact with parents.</p>	<p>Support from parents in the way of parent trainings on the importance of daily school attendance. Additoanl support from Family Engagemant Office with training parents on the importance of daily attendance.</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>Over a 100 students are enrolled in the After School All Stars program which began on August 24th.</p>	<p>School Administrators will be monitoring the first hour of After School All Stars to see what students are doing during this time.</p>	<p>Materials for academic hour (first hour) of the program.</p>