

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**

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Inquiry Area 1 - Student Success

Increase growth percentile from 53rd (spring 2024) to 61st (spring 2025) and the percent of students

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 are we facing?</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>
All students will engage in high-quality, standards-based Tier 1 Instruction that is scaffolded to meet all students' instructional needs.	Increase the ELA growth rate and achievement of individual students as measured by comparisons of MAP Spring to Fall to Winter to Spring Growth Assessment scores and state summative assessments reported on the Nevada School Performance Framework	Strong	MAP Reading for Fall 2024 is 46% and MAP Math is 43% which are below projected 48% and 57% respectively. Teachers purposefully plan instruction in alignment to the CCSD Literacy Framework and Math Instructional Framework. Teachers provide small group differentiated Tier I literacy instruction within the literacy block and Tier II Intervention during the Acceleration Block. Teachers post standard number, LI and SC daily. Teachers engage students in LI and SC for reading/writing component of the literacy framework, math instructional framework, and health/science/social studies.	Continue with professional development, observations (Focal Point, etc) and trainings to instruct teachers how to utilize various data related to growth on NVACS to align with NEPF, to engage students and learn at higher levels, provide enrichment activities and/or remediation activities, and use the correct measures to verify growth or lack of growth. Intervention and acceleration and tutoring will be provided by licensed staff during the school day.	Teachers will continue to increase their understanding of Nevada Academic Content Standards, RTI and tiered instruction including PLL and IA. Learning Strategist and Staff will better analyze data and use data from MAP Growth Assessments and other sources to increase individual student growth rates in math at a higher level as required to show student growth on NSPF. Allow teachers time to look for trends within their data that can affect student learning.
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Inquiry Area 2 - Adult Learning Culture

The percent of Professional Learning Community (PLC) meetings where classroom assessment data is

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
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<p>Teachers will engage in effective Professional Learning Communities (PLC) to plan standard-based instruction and use assessment data to appropriate group students for instruction.</p>	<p>Teacher skill and knowledge will increase, resulting in stronger Tier I and Tier II instruction and improved student outcomes.</p>	<p style="text-align: center;">Strong</p>	<p>Teachers use the refined PLC+ template during their Tier I instructional planning for PLCs. Teachers engage in authentic conversation while implementing the use of PLC Analyze to Respond Template for ELA during PLC grade level meetings weekly and PLC Committee monthly. Classroom monitoring, Focal Point, and observations show students are engaging in high-quality, standards-based Tier 1 instruction. Master Schedules, CCF 109, lesson plans, and pacing are inline in most classrooms. Tier 1 instructional materials are being utilized and used effectively in most classrooms. Teachers meet with administrators as needed on an individual basis to discuss</p>	<p>Teachers will arrive prepared with necessary materials at each Grade Level PLC. PLC Grade Level Leads will arrive prepared with necessary materials at each monthly PLC Committee meeting. Teachers will engage in authentic conversation while implementing the refined PLC+framework in ELA during PLC grade level meetings weekly and PLC Committee monthly.</p>	<p>Teachers will continue to increase their understanding of PLC Analyzing and Responding to taught instruction. Learning Strategist and Staff will better analyze data and use data from MAP Growth Assessments and other sources to increase individual student growth rates in math at a higher level as required to show student growth on NSPF. Allow teachers time to look for trends within their data that can affect student learning.</p>
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Inquiry Area 3 - Connectedness

Reduce the percent of students chronically absent from 17.9% in 2023 to 15% by 2025, as measured by

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
<p>Implement attendance incentive program.</p>	<p>Increase the appropriate behavior of students in school, while decreasing bullying and other types of inappropriate behaviors.</p>	<p style="text-align: center;">Strong</p>	<p>Current Chronic Absenteeism rate is 0%. Counselor, SSP, and Teachers communicate in Class Dojo and via email student attendance concerns. Teachers will continue participation in classwide attendance incentive system utilizing RAD and Good Vibes program.</p>	<p>Continue ideas for RAD, incentives, and keep track of Chronic Absenteeism rates in order to hold RPC meetings for attendance issues.</p>	<p>Allow RAD team time to look for trends within the absentee data that can affect chronic absenteeism rates. Funding for RAD/Incentives.</p>
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