Act 3 - Reviewing Our Journey

Only type in the yellow cells.

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: K.O. Knudson MS

Inquiry Area 1 - Student Success		Did we achieve our Student Success goal? *What does our data reveal about our progress toward our goal?*	Continue, Correct, or Cancel the Goal? *Should we continue, correct, or cancel this goal in our next SPP?*			
Goal 1: – To increase the percent of all students at or above the 61st percentile in the MAP mathematics assessment from 19% in spring 2024 to 23% in spring 2025.		No	Continue (and update)	20%		
Improvement Strategies	**Intended Outcomes/Formative Measures**	Were our improvement strategies successful? *How successful were we at implementing our improvement strategies?*	Continue, Correct, or Cancel the Strategy? *Should we continue, correct, or cancel the associated improvement strategies in our next SPP?*	**Now (Lessons Learned)** *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?*	**Next (Next Steps)** *What can we do right away to put our Lessons Learned into practice?*	**Need** *What do we need to be successful in taking action?*
The schoolwide approach is to provide math enrichment activities in math classes using ExactPath for 40 minutes a week. Math department will connect the number of trophies obtained in ExactPath with Minga points (Cougar Cash) to create incentives for the students. The school community approach will be to inform families of the expected progress in ExactPath.	Through the increase of the percent of all students engaging in the ExactPath math program as measured by trophy acquisition gained by students, overall learning outcomes will improve in mathematics.	No	Continue	Our improvement strategies were partially successful. While the use of ExactPath increased student participation in targeted math interventions, only 38% of students consistently met the 40+ minutes per week benchmark. This indicates a gap between program availability and effective student engagement. Implementation challenges included difficulty embedding ExactPath and Mathia into weekly routines, especially in PAWS classes. Additionally, staff feedback highlighted that ExactPath's platform was not user-friendly or flexible enough to meet the varying instructional needs across classrooms. We have learned that while our school community is committed to student success and willing to adopt new strategies. Teachers need ongoing support and integration time, and students need clear, repeated communication of goals and progress. We also learned the importance of aligning intervention tools with instructional practices and time constraints in our schedule. The shift to IXL as our new Tier II intervention is informed by these lessons, with the goal of providing a more flexible and teacher-driven platform to support targeted skill development.	1. Transition to IXL with structured onboarding: Begin immediate onboarding for Math and PAWS teachers on the IXL platform in August. Provide clear expectations for weekly usage (e.g., skill assignments tied to MAP study skills or standards) and timelines for implementation to ensure consistent student access and use. 2. Develop a Clear Usage and Accountability System: Establish a weekly data monitoring system that tracks IXL usage and student progress by class and demographic group. Teachers will receive weekly reports and use them in PLCs to identify students needing additional support or enrichment. Strategists will create common assessments for Math and ELA teachers in IXL. 3. Refine Incentive Structures: Redesign and relaunch our incentive program to align with IXL. Emphasize both individual and classroom achievements with timely, visible rewards (certificates, Cougar Cash, shout-outs). Recognize not just usage but also skill mastery and growth. 4. Integrate IXL into Tier II Structures and Instructional Time: Work with teachers to embed IXL into daily or weekly instructional minutes. Identify when and where it will be used on the pacing calendar, and provide model lesson plans or schedules that demonstrate effective integration. 5. Provide Ongoing Coaching and Support: Offer consistent support through 1-1 coaching, modeling, and co-planning to help teachers feel confident using IXL for differentiated instruction. Highlight success stories during staff meetings and update leaderboard bulletinboards weekly.	1. Professional Development on IXL 2. Clear Expectations and Communication 3. Data Tracking Tools 4. Meaningful Incentives and Recognition

Inquiry Area 2 - Adult Learning Culture		Did we achieve our Adult Learning Culture goal?	Continue, Correct, or Cancel the Goal?			
By the end of 2024-2025, 100% of PLC meetings will follow the common meeting structure as measured by Google Form PLC submissions that strategically aligns to increase student achievement in each content area.		Yes	Continue (and update)			
Improvement Strategies	**Intended Outcomes/Formative Measures**	Were our improvement strategies successful?	Continue, Correct, or Cancel the Strategy?	**Now (Lessons Learned)**	**Next (Next Steps)**	**Need**
Teachers will meet regularly to share expertise, analyze student work, plan instruction, and collaborate to improve teaching skills and the academic performance of students.	Teacher PLCs will increase in efficacy; Student outcomes will increase in all content areas.	Yes	Continue	The strategy of holding regular PLC meetings to promote collaboration has led to a noticeable improvement in teacher interaction and collective planning. Teachers are actively sharing expertise and co-planning instruction, which indicates a strong foundation for a professional learning culture. The consistent facilitation by Learning Strategists and Subject Area Leads has contributed to this success. The PLC structure has been rolled out effectively, and most teachers are engaged in collaborative processes. However, a gap remains in the analytical depth of PLC work (many teams still struggle with reviewing and responding to common formative and summative student data). This highlights a need for ongoing development in data-driven instructional decision-making.	Our strategies were successful because they were supported with leadership facilitation and a clear meeting structure, which increased teacher collaboration and consistency across PLCs. However, they were only partially successful in building deep data analysis skills. Teachers need more targeted support to effectively use student assessment data to adjust instruction. We also learned that professional development must be continuous and focused, not just on collaboration, but on how to use data meaningfully to drive that collaboration. We updated our PLC template for next year to include three areas: 1. Pacing Calendar Tab - tracks pacing & common assessments (drives what is being taught). 2. Data Tab - tracks what students know and can do. Teaches will complete 10 times during the school year and the dates are shared ahead of time. A data chat resource was created to help guide these conversations. Strengthening data literacy within PLCs will be essential for closing performance gaps across groups. 3. PLC Notes Tab - captures what their planning together. Every week has its own tab with reminders already included.	1. PLC Template 2. PLC Google Drive Folders 3. PLC Template Tutorial

Inquiry Area 3 - Connectedness		Did we achieve our Connectedness goal?	Continue, Correct, or Cancel the Goal?			

Improvement Strategies	Intended Outcomes/Formative Measures	Were our improvement strategies successful?	Continue, Correct, or Cancel the Strategy?	Now (Lessons Learned)	Next (Next Steps)	Need
By the end of the 2024-2025 school year, 100% of teachers will send home parent communication at least monthly as measured by Infinite Campus reports.		Yes	Continue (and update)			
Strategically target and communicate with parents who have low/no usage in Infinite Campus, Canvas, and the parent engagement center to ensure they have the adequate skills/knowledge to engage in their student's education.	Increase engagement of parents in their child's academic achievement through the usage of IC, Canvas, and the Parent Engagement Center.	Yes	Continue	The goal to increase parent communication and engagement has been effectively met. Teachers are consistently using tools like Canvas and Infinite Campus Messaging, and regular communication is also maintained via the weekly school newsletter through ParentLink. Providing tutorials and templates helped ensure that more teachers felt confident in reaching out to families. The main area for growth is maintaining momentum and ensuring all teachers continue using these tools monthly. We've learned that when systems are simple, supported, and clearly communicated, teachers are more likely to follow through. Our staff is committed to building strong home-school connections, especially when they have the right tools.	1. Resend Communication Templates and Tutorials: Learning Strategists will re-share Infinite Campus Messaging templates and video tutorials with all teachers. These resources will include examples of effective messages for class celebrations, missing assignments, upcoming events, and grade updates.\n\n2. Monthly Communication Reminders: Admin will send monthly reminders encouraging teachers to complete their parent communication via Infinite Campus, Canvas, or ParentLink to maintain consistency and meet the 100% monthly communication goal.\n\n3. Monitor and Reflect: Regularly review Infinite Campus messaging reports to track teacher usage. Share overall progress with staff to celebrate wins and identify teams that may need extra support.	Translation and accessibility support to nsure all communication templates are accessible for non-English speaking families and consider tools or staffing needs (e.g., bilingual support staff) to help bridge language gaps.