



## .02 Clark County School District

# K.O. Knudson Middle School Academy of Creative Arts and Technology

## School Performance Plan: A Roadmap to Success

*Knudson Middle School has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.*

**Principal:** Lezlie Koepf

**School Website:** <https://www.knudsonms.org/>

**Email:** koeppls@nv.ccsd.net

**Phone:** 702-799-7470

**School Designations:**  Title I     CSI     TSI     TSI/ATSI

*Our SPP was last updated on 10/27/2022*



## School Demographics and Performance Information

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating report at

[http://nevadareportcard.nv.gov/DI/nv/clark/k. o. knudson middle school academy of creative arts and technology/2022/nspf/](http://nevadareportcard.nv.gov/DI/nv/clark/k.o.knudson.middle.school.academy.of.creative.arts.and.technology/2022/nspf/).

*Inclusion of this link replaces completion of the tables in the previous year's SPP.*

## School Continuous Improvement (CI) Team

*The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.*

| Name   | Role   |
|--|--|
| Lezlie Koepp   | <b>Principal(s)</b> <i>(required)</i>                            |
| Suzie Serna, Jennifer Manning  | <b>Other School Leader(s)/Administrator(s)</b> <i>(required)</i> |
| Ima Placeres, Robert Bertolani, Jamie Walport, Stacey O'Brien, Chantay Jensen, Amy Symes | <b>Teacher(s)</b> <i>(required)</i>                              |
| Karen Bauer  | <b>Paraprofessional(s)</b> <i>(required)</i>                     |
| Jarvis Jones, Kim Fujii, Tobi Ferguson, Rebecca Dirks Garcia                             | <b>Parent(s)</b> <i>(required)</i>                               |
| Miriam Linares Alvarado  | <b>Student(s)</b> <i>(required for secondary schools)</i>        |



## School Community Outreach

*This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.*

| Outreach Activity        | Date     | Lessons Learned from the School Community  |
|--------------------------|----------|--|
| Staff Development        | 9/12/22  | <ul style="list-style-type: none"><li>• RIT is a moving target to reach each season. We can use MAP tests to predict SBAC scores and focus on the end goal that impacts the state overall rating.</li></ul>  |
| School Organization Team | 9/12/22  | <ul style="list-style-type: none"><li>• Parents still want ways to know how they can support their student's learning goals. Parents have their students show them their Canvas progress instead of creating their own paired account. We need to increase communication on how to create a paired account</li></ul> |
| School Organization Team | 10/17/22 | <ul style="list-style-type: none"><li>• Parents stated their frustration over IC not syncing with Canvas and being unsure of the grades until progress reports or report cards. Gave ideas on how to increase communication between teachers and parents.</li></ul>  |



## School Goals

The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experiences and ideas for improvement. The tables on the following pages capture key aspects of the process the CI team engaged in during the creation of this plan.

### Inquiry Area 1 - Student Success

#### Part A

| Student Success             |  |                               |  |
|-----------------------------|--|-------------------------------|--|
|                             | Student Performance  | Social and Emotional Learning | Access to Rigorous Texts and Tasks   |
| <b>Data Reviewed</b>        | SBAC Scores<br>MAP Scores  | Panorama<br>SISP              | PLC notes<br>Common Assessments<br>Lesson Plans<br>Instructional Rounds<br>Admin Pop In Data |
|                             | Areas of Strength: English scores showed the most growth with 7.5% from Spring 2021 to Spring 2022.  |                               |  |
|                             | Areas for Growth: Math showed 1.26% growth with 13% overall proficient from Spring 2021 to Spring 2022.                                      |                               |  |
| <b>Problem Statement</b>    | While growth was demonstrated in the area of mathematics, math proficiency scores are significantly lower than the other core subject areas. |                               |  |
| <b>Critical Root Causes</b> | It wasn't until the second semester that the math department received clarity on how to implement the Carnegie Curriculum.                   |                               |  |

#### Part B

| Student Success  |   |
|--|---|
| <b>School Goal:</b><br><i>Goal 1: – To increase the percent of all students at or above the 61st percentile in the MAP mathematics assessment from 12% in fall 2022 to 18% in spring 2023.</i> | <b>Aligned to Nevada's STIP Goal(s):</b><br><i>Goal 3: All students experience continued academic growth.</i> |



**Improvement Strategy:** *The schoolwide approach will be to provide enrichment activities in PAWS such as MAP accelerator. The school community approach will be to inform families of the expected progress in MAP accelerator.*

**Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): MAP Accelerator -3, Promising

**Intended Outcomes:**

*Through the increase of the percent of all students engaging in the MAPS accelerator math program as measured by levels and time gained by students, overall learning outcomes will improve in mathematics.*

**Action Steps:**

- *Inform stakeholders on how to access MAPS accelerator in clever.ccsd.net*
- *Monitor MAPS accelerator usage by grade level and by teacher.*

**Resources Needed:**

- *Parentlink communication*
- *Handout for explaining the two math programs on campus*

**Challenges to Tackle:**

- *Communicating math resources and expectations to parents in spanish.*
- *Explaining the difference between Mathia program and MAPS Accelerator*

**Improvement Strategy:** *Implement Carnegie Math Curriculum with fidelity in each math classroom in alignment with the CCSD Tier 1 Expectations and Pacing Guide.*

**Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Carnegie Learning, 1 -Strong, Mathia - 3, Promising

**Intended Outcomes:** *High-quality instruction will be consistent throughout all classrooms due to the collaboration of teachers centered around student learning data.*

**Action Steps:**

- *Meet with a Carnegie representative to ensure we have an understanding of how the curriculum needs to be implemented to ensure high-quality, Tier I instruction.*
- *Teachers will meet twice a week to review student learning data and plan instruction centered around Carnegie curriculum.*
- *Math teachers will use common summative assessments.*



- *Clarify Carnegie requirements with the math department and Carnegie representatives*
- *Create a PLC submission form common to the school*

**Resources Needed:**

- *KO planning time*
- *Carnegie textbooks and Mathia program*

**Challenges to Tackle:**

- *Communicating plans and data to members who are required to substitute during KO planning time.*
- *Having a consistent math teacher as we currently have 3 math positions available.*

**Equity Supports. What, specifically, will we do to support the following student groups around this goal?**

**English Learners:**

- Support: Academic vocabulary word banks in math, communication going home in the home language, Academic Discourse will be a focus in lesson planning, ELL support class built into their schedules, intervention programs to support EL's and tutoring, all students are provided with Chromebook, MAPS Goal setting conferences in will be done one on one with a teacher mentor during PAWS

**Foster/Homeless:**

- Support: Counselors run a weekly report to identify homeless/foster students in need, referrals to Title 1 HOPE to identify needs (food, clothing, backpack, etc), counselors check in with students at least twice a quarter, Chromebooks provided to all students, MAPS Goal setting conferences will be done one on one with a teacher mentor during PAWS.

**Free and Reduced Lunch:**

- Support: 100% of our students are FRL. MAPS Goal setting conferences will be done one on one with a teacher mentor during PAWS. Share table will be created in the cafeteria.

**Migrant:**

- Support: N/A

**Racial/Ethnic Groups:**

- Support: *Identify achievement gaps, work with FACES for awareness and to engage families, Chromebook provided to all students, MAPS Goal setting conferences will be done one on one with a teacher mentor during PAWS.*

**Students with IEPs:**



- Support: data is collected weekly on the effectiveness of BIPS, IEPs are reviewed and modified annually

## Inquiry Area 2 - Adult Learning Culture

### Part A

| Adult Learning Culture      |   |  |   |
|-----------------------------|---|--|---|
|                             | Instructional Practice  | Instructional Leadership                                     | Systems and Structures that Support Continuous Improvement  |
| <b>Data Reviewed</b>        | <i>District School Survey<br/>SBAC Scores<br/>MAP Scores<br/>PLC upload data</i>  | <i>District School Survey<br/>SBAC Scores<br/>MAP Scores</i> | <i>District School Survey<br/>SBAC Scores<br/>MAP Scores<br/>Lesson Plans<br/>Instructional Rounds<br/>Admin Pop In Data<br/>Canvas Page for KO Knudson</i> |
|                             | <i>Areas of Strength: Posting PLC minutes across the school has been more consistent since the implementation of the school Canvas conference page</i>  |  |   |
|                             | <i>Areas for Growth: PLC minutes need to include data reflection more consistently.</i>   |  |   |
| <b>Problem Statement</b>    | There is a lack of implementing learning programs with fidelity. Carnegie in the math department and now Amplify in science.  |  |   |
| <b>Critical Root Causes</b> | <i>There have been multiple shifts in programs required and not enough direct support for teachers to implement the programs. Long term substitutes have a steep learning curve for programs.</i> |  |   |

### Part B

| Adult Learning Culture |
|------------------------|
|------------------------|



|  |   |
|--|---|
| <b>School Goal:</b> <i>By the end of 2022-2023, 80% 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.</i>  | <b>STIP Connection:</b> <i>Goal 2: All students have access to effective educators.</i> |
| <b>Improvement Strategy:</b> <i>Teachers will meet regularly to share expertise, analyze student work, plan instruction, and collaborate to improve teaching skills and the academic performance of students.</i>  |   |
| <b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Analyze Data in PLCs - 2, Moderate</i>   |   |
| <b>Intended Outcomes:</b> <i>Student outcomes will increase in all content areas.</i>  |   |
| <b>Action Steps:</b> <ul style="list-style-type: none"><li>● <i>The Instructional Leadership Committee will revisit/revise the PLC Agenda and Notes Template to be effective for all content areas</i></li><li>● <i>Create common summative assessments in all subject areas</i></li><li>● <i>Create a PLC submission form common to the school</i></li></ul>  |   |
| <b>Resources Needed:</b> <ul style="list-style-type: none"><li>● <i>Weekly PLC Agenda and Notes template</i></li><li>● <i>Google Form for PLC Submission</i></li></ul>   |   |
| <b>Challenges to Tackle:</b> <ul style="list-style-type: none"><li>● <i>Lack of participation in PLC meetings due to substituting coverage</i></li></ul>   |   |
| <b>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</b>   |   |
| <b>English Learners:</b> <ul style="list-style-type: none"><li>● <i>Support: Academic vocabulary word banks in math, communication going home in the home language, Academic Discourse will be a focus in lesson planning, ELL support class built into their schedules, intervention programs to support EL's and tutoring, all students are provided with Chromebook, MAPS Goal setting conferences in will be done one on one with a teacher mentor during PAWS</i></li></ul> |   |
| <b>Foster/Homeless:</b> <ul style="list-style-type: none"><li>● <i>Support: Counselors run a weekly report to identify homeless/foster students in need, referrals to Title 1 HOPE to identify needs(food, clothing, backpack, etc), counselors check in with students at least twice a quarter, Chromebooks provided to all students, MAPS Goal setting conferences will be done one on one with a teacher mentor during PAWS.</i></li></ul>                                    |   |





**Free and Reduced Lunch:**

- Support: 100% of our students are FRL. MAPS Goal setting conferences will be done one on one with a teacher mentor during PAWS. Share table will be created in the cafeteria.

**Migrant:**

- Support:N/A

**Racial/Ethnic Groups:**

- Support: *Identify achievement gaps, work with FACES for awareness and to engage families, Chromebook provided to all students, MAPS Goal setting conferences will be done one on one with a teacher mentor during PAWS.*

**Students with IEPs:**

- Support: data is collected weekly on the effectiveness of BIPS, IEPs are reviewed and modified annually



## Inquiry Area 3 - Connectedness

### Part A

| Connectedness               |  |                               |   |
|-----------------------------|--|-------------------------------|---|
|                             | Student  | Staff                         | Family & Community Engagement                           |
| <b>Data Reviewed</b>        | <i>District School Survey</i>  | <i>District School Survey</i> | <i>District School Survey<br/>Infinite Campus Usage</i> |
|                             | <i>Areas of Strength: Over 90% of parents have accessed Infinite Campus.</i>   |                               |   |
|                             | <i>Areas for Growth: Parents are not aware that Infinite Campus is also used to monitor grades and attendance records of their students.</i> |                               |   |
| <b>Problem Statement</b>    | <i>Parents are unsure on how to be effective partners in their child's education.</i>  |                               |   |
| <b>Critical Root Causes</b> | <i>The resources available in the classroom and parent engagement center have not been effectively communicated to parents.</i>              |                               |   |

### Part B

| Connectedness   |   |
|---|---|
| <p><b>School Goal:</b> <i>By the end of the year 75% of parents will have accessed Infinite Campus, Canvas, and/or the parent engagement center monthly.</i></p>  | <p><b>STIP Connection:</b><br/> <i>Goal 5: All students have access to new and continued educational opportunities supported by funding that is administered transparently, consistently, and in accordance with legislative or grant guidelines. Community: Improve customer service</i></p> |
| <p><b>Improvement Strategy:</b> <i>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.</i></p> |   |
| <p><b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Counselor, 1- Strong</i></p>   |   |



**Intended Outcomes:** *Increase engagement of parents in their child's academic achievement through the usage of IC, Canvas, and the parent engagement center.*

**Action Steps:**

- *Use Infinite Campus and Canvas analytics to confirm application usage*
- *Monthly Canvas reports need to be created*
- *Create an instructional document for parents to become a sponge on Canvas*
- *Send a parentlink with links to Canvas and Infinite Campus directions.*
- *Encore Performances will dedicate time to asking parents to check Infinite Campus/Canvas*
- *Teachers will include a check Infinite Campus/Canvas message with weekly missing assignments.*

**Resources Needed:**

- *Canvas Analytic Data for Teachers and Parents*
- *Infinite Campus Data for Parents*
- *Sponge directions for parents*

**Challenges to Tackle:**

- *Teachers providing bilingual communication*

**Equity Supports. What, specifically, will we do to support the following student groups around this goal?**

**English Learners:**

- Support: Academic vocabulary word banks in math, communication going home in the home language, Academic Discourse will be a focus in lesson planning, ELL support class built into their schedules, intervention programs to support EL's and tutoring, all students are provided with Chromebook, MAPS Goal setting conferences in will be done one on one with a teacher mentor during PAWS

**Foster/Homeless:**

- Support: Counselors run a weekly report to identify homeless/foster students in need, referrals to Title 1 HOPE to identify needs (food, clothing, backpack, etc), counselors check in with students at least twice a quarter, Chromebooks provided to all students, MAPS Goal setting conferences will be done one on one with a teacher mentor during PAWS.

**Free and Reduced Lunch:**

- Support: 100% of our students are FRL. MAPS Goal setting conferences will be done one on one with a teacher mentor during PAWS. Share table will be created in the cafeteria



**Migrant:**

- Support:N/A

**Racial/Ethnic Groups:**

- Support: *Identify achievement gaps, work with FACES for awareness and to engage families, Chromebook provided to all students, MAPS Goal setting conferences will be done one on one with a teacher mentor during PAWS.*

**Students with IEPs:**

- Support: data is collected weekly on the effectiveness of BIPS, IEPs are reviewed and modified annually

**COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS**

| Funding Source         | Amount Received for Current School Year | Purpose(s) for which funds are used   | Applicable Goal(s) |
|------------------------|---|---|--------------------|
| General Funds          | \$7,352,192.21                          | Reduction of class size, School wide Incentives given to students meeting/exceeding their MAP growth goal | Goal 1, 2, 3       |
| Title I                | \$562,330.00                            | Reduction of class size   | Goal 1, 2, 3       |
| Title III - EL         | \$402,518.44                            | Reduction of class size   | Goal 1, 2, 3       |
| At Risk Weighted Funds | \$241,790.32                            | Student Resources   | Goal 1, 2, 3       |
| HOPE 2                 | \$63,500.00                             | Student Resources   | Goal 1, 2, 3       |



Clark County School District  
K.O. Knudson Middle School  
Academy of Creative Arts and  
Technology

School Performance Plan: A Roadmap to Success  
*Addendum for CSI, TSI, TSI/ATSI Schools*

*This addendum to the 2022-2023 School Performance Plan (SPP) Roadmap supports CSI, TSI, and TSI/ATSI schools to demonstrate compliance with federal requirements to provide evidence that it has incorporated explicit analysis of accountability indicators as each relate to the school's performance, evidence-based interventions, and identification of resource inequities into its SPP. Please reach out to Jennifer Manning for more information.*



# School Goals and Improvement Plan

The section below includes an explicit identification of the evidence levels for each improvement strategy and resource inequity challenges and supports associated with each goal.

## Inquiry Area 1 – Student Success

| School Goal  |  |
|--|--|
| <p><i>To increase the percent of all students at or above the 61st percentile in the MAP mathematics assessment from 12% in fall 2022 to 18% in spring 2023.</i></p>   |  |
| Improvement Strategies   | Evidence Level<br>(1, 2, 3, 4)   |
| <p><i>The schoolwide approach will be to provide enrichment activities in PAWS such as MAP accelerator. The school community approach will be to inform families of the expected progress in MAP accelerator.</i></p>  | <p>MAP Accelerator<br/>-3, Promising</p>                                 |
| <p><i>Implement Carnegie Math Curriculum with fidelity in each math classroom in alignment with the CCSO Tier 1 Expectations and Pacing Guide.</i></p>   | <p>Carnegie Learning, 1<br/>-Strong, <i>Mathia</i><br/>-3, Promising</p> |
| <p><b>Resource Equity Supports:</b> Based on your Data Dive and Root Cause Analysis, what, if any, resource inequities did you identify for the following student groups specific to this goal? Consider any challenges these student groups face. What, specifically, will you do to support them to overcome those challenges?</p>   |  |
| <p><b>English Learners:</b></p> <ul style="list-style-type: none"> <li>● Challenge: Students do not want to speak out loud.</li> <li>● Support: Academic vocabulary word banks in math, communication going home in the home language, Academic Discourse will be a focus in lesson planning, ELL support class built into their schedules, intervention programs to support EL's and tutoring, all students are provided with Chromebook, MAPS Goal setting conferences will be done one on one with a teacher mentor during PAWS</li> </ul> <p><b>Foster/Homeless:</b></p> <ul style="list-style-type: none"> <li>● Challenge: This group of students do not self identify or ask for help with basic needs.</li> <li>● Support: Counselors run a weekly report to identify homeless/foster students in need, referrals to Title 1 HOPE to identify needs(food, clothing, backpack, etc), counselors check in with students at least twice a quarter, Chromebooks provided to all students, MAPS Goal setting conferences will be done one on one with a teacher mentor during PAWS.</li> </ul> <p><b>Free and Reduced Lunch:</b></p> <ul style="list-style-type: none"> <li>● Challenge: Students are not taking advantage of the opportunity to eat the well-rounded meals provided.</li> <li>● Support: 100% of our students are FRL. MAPS Goal setting conferences will be done one on one with a teacher mentor during PAWS. Share table will be created in the cafeteria.</li> </ul> <p><b>Migrant:</b></p> <ul style="list-style-type: none"> <li>● Challenge: N/A</li> <li>● Support: N/A</li> </ul> |  |



**Racial/Ethnic Groups:**

- Challenge: Not all ethnic subgroups are performing at the same academic levels.
- Support: *Identify achievement gaps, work with FACES for awareness and to engage families, Chromebook provided to all students, MAPS Goal setting conferences will be done one on one with a teacher mentor during PAWS.*

**Students with IEPs:**

- Challenge: Moving students to the least restrictive environment mid year.
- Support: data is collected weekly on the effectiveness of BIPS, IEPs are reviewed and modified annually



## Inquiry Area 2 – Adult Learning Culture

|  |   |
|--|---|
| <b>School Goal</b>   |   |
| <i>By the end of 2022-2023, 80% 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.</i>  |   |
| <b>Improvement Strategies</b>  | <b>Evidence Level<br/>(1, 2, 3, 4)</b>        |
| <i>Teachers will meet regularly to share expertise, analyze student work, plan instruction, and collaborate to improve teaching skills and the academic performance of students.</i>   | <i>Analyze Data in PLCs - 2,<br/>Moderate</i> |
| <b>Resource Equity Supports:</b> Based on your <i>Data Dive</i> and <i>Root Cause Analysis</i> , what, if any, resource inequities did you identify for the following student groups specific to this goal? Consider any challenges these student groups face. What, specifically, will you do to support them to overcome those challenges?   |   |
| <p><b>English Learners:</b></p> <ul style="list-style-type: none"> <li>● Challenge: Students do not want to speak out loud.</li> <li>● Support: Academic vocabulary word banks in math, communication going home in the home language, Academic Discourse will be a focus in lesson planning, ELL support class built into their schedules, intervention programs to support EL's and tutoring, all students are provided with Chromebook, MAPS Goal setting conferences in will be done one on one with a teacher mentor during PAWS</li> </ul> <p><b>Foster/Homeless:</b></p> <ul style="list-style-type: none"> <li>● Challenge: This group of students do not self identify or ask for help with basic needs.</li> <li>● Support: Counselors run a weekly report to identify homeless/foster students in need, referrals to Title 1 HOPE to identify needs(food, clothing, backpack, etc), counselors check in with students at least twice a quarter, Chromebooks provided to all students, MAPS Goal setting conferences will be done one on one with a teacher mentor during PAWS.</li> </ul> <p><b>Free and Reduced Lunch:</b></p> <ul style="list-style-type: none"> <li>● Challenge: Students are not taking advantage of the opportunity to eat the well-rounded meals provided.</li> <li>● Support: 100% of our students are FRL. MAPS Goal setting conferences will be done one on one with a teacher mentor during PAWS. Share table will be created in the cafeteria</li> </ul> <p><b>Migrant:</b></p> <ul style="list-style-type: none"> <li>● Challenge: N/A</li> <li>● Support: N/A</li> </ul> |   |





**Racial/Ethnic Groups:**

- Challenge: Not all ethnic subgroups are performing at the same academic levels.
- Support: *Identify achievement gaps, work with FACES for awareness and to engage families, Chromebook provided to all students, MAPS Goal setting conferences will be done one on one with a teacher mentor during PAWS.*

**Students with IEPs:**

- Challenge: Moving students to the least restrictive environment mid year.
- Support: data is collected weekly on the effectiveness of BIPS, IEPs are reviewed and modified annually.



## Inquiry Area 3 – Connectedness

|  |  |
|--|--|
| <b>School Goal</b>   |  |
| <i>By the end of the year 75% of parents will have accessed Infinite Campus, Canvas, and/or the parent engagement center monthly.</i>  |  |
| <b>Improvement Strategies</b>  | <b>Evidence Level<br/>(1, 2, 3, 4)</b> |
| <i>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.</i>  | <i>Counselor, 1-Strong</i>             |
| <b>Resource Equity Supports:</b> Based on your Data Dive and Root Cause Analysis, what, if any, resource inequities did you identify for the following student groups specific to this goal? Consider any challenges these student groups face. What, specifically, will you do to support them to overcome those challenges?  |  |
| <p><b>English Learners:</b></p> <ul style="list-style-type: none"> <li>● Challenge: Students do not want to speak out loud.</li> <li>● Support: Academic vocabulary word banks in math, communication going home in the home language, Academic Discourse will be a focus in lesson planning, ELL support class built into their schedules, intervention programs to support EL's and tutoring, all students are provided with Chromebook, MAPS Goal setting conferences in will be done one on one with a teacher mentor during PAWS</li> </ul> <p><b>Foster/Homeless:</b></p> <ul style="list-style-type: none"> <li>● Challenge: This group of students do not self identify or ask for help with basic needs.</li> <li>● Support: Counselors run a weekly report to identify homeless/foster students in need, referrals to Title 1 HOPE to identify needs(food, clothing, backpack, etc), counselors check in with students at least twice a quarter, Chromebooks provided to all students, MAPS Goal setting conferences will be done one on one with a teacher mentor during PAWS.</li> </ul> <p><b>Free and Reduced Lunch:</b></p> <ul style="list-style-type: none"> <li>● Challenge: Students are not taking advantage of the opportunity to eat the well-rounded meals provided.</li> <li>● Support: 100% of our students are FRL. MAPS Goal setting conferences will be done one on one with a teacher mentor during PAWS. Share table will be created in the cafeteria</li> </ul> <p><b>Migrant:</b></p> <ul style="list-style-type: none"> <li>● Challenge: N/A</li> <li>● Support: N/A</li> </ul> <p><b>Racial/Ethnic Groups:</b></p> |  |



- Challenge: Not all ethnic subgroups are performing at the same academic levels.
- Support: *Identify achievement gaps, work with FACES for awareness and to engage families, Chromebook provided to all students, MAPS Goal setting conferences will be done one on one with a teacher mentor during PAWS.*

**Students with IEPs:**

- Challenge: Moving students to the least restrictive environment mid year.
- Support: data is collected weekly on the effectiveness of BIPS, IEPs are reviewed and modified annually

## KNUDSON STATUS TRACKER SHEET: EVENT 9

| School Goal - Inquiry Area 1 - Student Success  |   | Did we achieve our goal?                                 |   |   |   |   |
|---|---|--|---|---|---|---|
| Goal 1: – Increase the percent of all students at or above grade level mean RIT scores from 23% to 27% by 2021-2022 as measured by MAPS benchmarks fall to winter and from 27% to 31% winter to spring  |   | No   |   |   |   |   |
| Improvement Strategies  | Intended Outcomes   | Were our improvement strategies successful? (Select One) | Continue, Correct, or Cancel the Strategy? (Select One) | Lessons Learned (Now)   | Next Steps  | Need  |
| The schoolwide approach will be to provide enrichment activities in PAWS such as MAP accelerator. The school community approach will be to inform families of the expected progress in MAP accelerator. | Through the increase of the percent of all students engaging in the MAPS accelerator math program as measured by levels and time gained by students, overall learning outcomes will improve in mathematics. | Yes  | Correct   | PAWS teachers were unsure of the difference between Mathia and MAP accelerator  | Mathia will be done in the classroom and MAP accelerator will be done in PAWS | Handout explaining the difference between the two |
| Implement Carnegie Math Curriculum with fidelity in each math classroom.  | High-quality instruction will be consistent throughout all classrooms due to the collaboration of teachers centered around student learning data.   | Yes  | Continue  | Teachers received mixed messaging during the first half of the school year and didn't come together until the second half | Have common assessments   | Common Assessment Approval                        |
| School Goal - Inquiry Area 2 - Adult Learning Culture   |   | Did we achieve our goal?                                 |   |   |   |   |
| Develop a school-wide professional learning process that  |   | Yes  |   |   |   |   |

| Improvement Strategies  | Intended Outcomes   | Were our improvement strategies successful? (Select One) | Continue, Correct, or Cancel the Strategy? (Select One) | Lessons Learned (Now)  | 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.   | Student outcomes will increase in all content areas.  | Yes  | Continue  | Needed to have ONE location where PLC accountability would be submitted              | Monitor the PLC submissions for quality of data review | feedback to teachers on the quality of the PLC data review. Quality is defined as common assessments reviewed, reteaching strategies identified. |
| 0   | 0   |  |   |  |  |  |
| <b>School Goal - Inquiry Area 3 - Connectedness</b>   |   | <b>Did we achieve our goal?</b>                          |   |  |  |  |
| By the end of the year 75% of parents will have accessed  |   | Yes  |   |  |  |  |
| Improvement Strategies  | Intended Outcomes   | Were our improvement strategies successful? (Select One) | Continue, Correct, or Cancel the Strategy? (Select One) | Lessons Learned (Now)  | Next Steps   | Need   |
| 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  | Correct   | Parents do not trust the information in Canvas and IC because of the syncing issues. | Do biweekly gradebook checks                           | Gradebook usage reports  |
| 0   | 0   |  |   |  |  |  |