

Act 2 - Status Check 1

Directions and Resources for Status Check 1

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

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: K.O. Knudson MS

Inquiry Area 1 - Student Success

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.

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 performance are we noticing?</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>
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.	At Risk	Our progress monitoring data from ExactPath reveals 726 out of 1,176 are currently active in Math Exact Path. 36% of students are spending an average of 40+ minutes each week. We are learning that we need to increase our minutes and raise our percentage of students using Math ExactPath for 40+ minutes each week. Our challenges with implementation include PAWS classes using the ExactPath and Math teachers fitting both Mathia and ExactPath into weekly instruction.	Learning Strategists will meet with Math Teachers to help identify a more effective plan to have students use ExactPath throughout the week for at least 20 minutes in their math class. Classes will track their trophy progress and receive rewards as an incentive. Learning Strategists have developed the PAWS curriculum for Quarter 2, with a clear emphasis on guiding teachers to have their students use Exact Path during the final 20 minutes of instruction.	Teachers to motivate students to use ExactPath weekly. Learning Strategists to continue to support teachers with resources for ExactPath. Trophy Progress Posters for Teachers to place in their classrooms. PAWS Curriculum to be pushed out to all Canvas shells for teachers to use.

Inquiry Area 2 - Adult Learning Culture

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.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	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.	Strong	Learning Strategists and Subject Area Leads have facilitated PLC's and there has been significant increase in teacher collaboration, but there is room to increase the efficacy of Teacher PLCs. Teachers are sharing their expertise, planning instruction, collaborate to improve teaching skills and academic performance but many PLC groups still struggle to analyze common formative or summative student work.	Learning Strategists will introduce an optional formative and summative assessment tracker to support teachers in their planning discussions. By increasing the use of common assessments, teachers will have more data points to analyze and guide their decision making process when reviewing student work. Administrators will continue to review the PLC form submissions.	Learning Strategist to provide training on Formative and Summative planning tracker sheet.

Inquiry Area 3 - Connectedness

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.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (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.	At Risk	Regular communication is maintained through the weekly school newsletter sent to parents and students via ParentLink. Teachers are engaging with parents and students through Canvas, but there is room for improvement in utilizing Infinite Campus for messaging.	Learning Strategists will develop video tutorials and messaging templates for teachers to use in Infinite Campus. These templates will cover various communications, such as class celebrations, missing assignment alerts, current grade updates, and upcoming class topics.	Learning Strategists to provide templates and tutorials for teachers.