

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**

Squires Elementary School

**Inquiry Area 1 - Student Success**

Increase the percentage of students in K-5th grade scoring above the 40th percentile in Reading from 35 % in Spring of 2024 to 45% by Spring of 2025 as measured by MAP Growth Assessments.

Increase the percentage of students in K-5th grade scoring above the 40th percentile in Math from 38% in Spring of 2024 to 48% by Spring of 2025 as measured by MAP Growth Assessments.

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 implementation are we seeing?</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>
1. All students will engage in high-quality, rigorous Tier I reading and math instruction utilizing the Nevada Academic Content Standards, CCSD-adopted curricular materials, pacing guides, and Tier I MTSS Teaching Expectations. 2. All K-5 teachers in collaboration with learning strategists and designated support staff members will participate in delivering targeted Tier II instruction in both reading and math. Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): HMH EBI Level 3, enVision Math EBI Level 3; CORE 95 Phonics Level 3	The number of Professional Learning Community (PLC) meetings that follow the Teaching and Learning Cycle will be 80% by the end of semester 1 and 100% by the end of semester 2, 2024 as measured by PLC meeting observations.	Strong	Implementing a rigorous Tier I ELA is showing a positive impact. Providing targeted PL bi-monthly is building teacher capacity. PLC meetings are more productive and utilized to plan which is carrying over to Teach/Plan cycle.  More time has been allotted to ELA and students are struggling to make progress in math. Intervention for math is difficult when many students are struggling and the time allocation is minimal.	ELA continue action steps.  Math, increase the block of time to 80 minutes and provide a breakdown of the framework. Target foundational skills lessons/supports for students. Implement a Math Fact Campaign.	Resources, PL, differentiated math block, continue to work with implementation managers, math fact campaign

**Inquiry Area 2 - Adult Learning Culture**

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
All teachers will engage in effective Professional Learning Communities (PLCs) in alignment with the Teaching and Learning Cycle: Plan component. Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Professional Learning Communities (PLC) EBI Level 2, Data Analysis EBI Level 2	All licensed staff members will participate in weekly PLC meetings following the common data meeting structure.	Strong	Updated PLC form aligned to the Teaching and Learning Cycle with expectations has helped teachers stay focused. It supports accountability and purposeful planning as we build collective efficacy.	More practice with the PLC form. Teacher leaders will build their capacity to plan, lead, and document (repeat). Quarter 2, shifting to analyze and respond.	Time and PL focusing on analyzing the data and how will we respond to the data.

**Inquiry Area 3 - Connectedness**

Decrease the percentage of K-5th grade chronically absent students from 34% in May 2024 to 25% by May of 2025 as measured by attendance data in Infinite Campus and FocuEd.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
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<p>The school will implement and follow the CCSD Multi-Tiered System of Support Attendance Protocol. Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Climate and Culture-EBI Level 4</p>	<p>Increase daily student attendance rate resulting in students' overall academic success, connectedness for students, and a sense of partnership between home and school.</p>	<p>Strong</p>	<p>Incentives are motivating students. Family meetings are productive and information gathered is helping increase student attendance. Individual meetings are giving guardians/parents the opportunity to share concerns and needs to promote consistent attendance. Teacher communication through DOJO and other forms of communication are powerful and bring awareness to the importance of daily attendance. Letters weekly to families of students in the chronic category are helping teachers communicate to families.</p>	<p>Encourage teachers to communicate with families what is happening at Squires. Include photos on school story to promote what's great in school. Teacher buy-in to the steps in the attendance plan.</p>	<p>Send electronic version of the one pager of the Squires Attendance Plan to all staff. Extract the teacher responsibilities and create a sticker/flyer or other form for teachers to put by their computer as a reminder. Assign a staff member(s) to document school happenings and post on the Squires School Story.</p>
<p>The school will implement and follow the CCSD Multi-Tiered System of Support Attendance Protocol through the implementation of the Squires Elementary School Attendance Plan. Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Climate and Culture-EBI Level 4</p>	<p>Increase daily student attendance rate resulting in students' overall academic success, connectedness for students, and a sense of partnership between home and school.</p>				