

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**

School Name: Lorna J. Kesterson Elementary

Inquiry Area 1 - Student Success

Increase the percentage of Kindergarten thru 5th grade students scoring above the 60th percentile in Reading from 31.3% (Fall of 2024) to 41.3% by spring 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</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>
Teachers will work during PLC's to unwrap standards, analyze student data, and use that data to drive future instruction utilizing the CCSD Teaching and Learning Cycle guidance documents.	Teachers working together in PLC's to plan for instruction, analyze and respond to data, which will lead to students engaging in high cognitive demand tasks that are aligned to standards.	Strong	Our progress monitoring data shows that the percentage of K-5 students scoring above the 60th percentile in Reading on the MAP Growth Assessment in the Fall of 2024 is 31.3%, and our target is 41.3% by Spring 2025. Key indicators will include mid-year results, growth trends, and intervention effectiveness to determine whether students are on track.	To address the challenges and performance gaps, we need to implement targeted reading interventions for students below the 60th percentile, focusing on specific skills where they struggle. Additionally, we should provide ongoing professional development for teachers to enhance instructional strategies and closely monitor progress to adjust interventions as needed.	To be successful, we need access to high-quality reading resources and interventions tailored to students' needs, as well as ongoing data to track progress. Strong collaboration among teachers, support staff, and families is essential, along with dedicated time for professional development and regular assessment reviews to make timely adjustments.

Inquiry Area 2 - Adult Learning Culture

During the 2023-2024 school year, the percent of Professional Learning Community (PLC) observations where all expectations were present was 15%. Therefore, our goal is that the percent of Professional Learning Community (PLC) observations where all expectations are present will be 50% at the end of semester 1 and 100% by the end of semester 2, 2025 as measured by the PLC observation tool.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Paste the Improvement Strategy from your SPP: Roadmap in the Master Sheet. It will automatically populate on the additional tabs.	Paste Intended Outcome/Formative Measure from your SPP: Roadmap in the Master Sheet. It will automatically populate on the additional tabs.	Strong			
Administration will provide training on weekly PLC structures, the Teaching and Learning Cycle, and extra preps will be provided during which the meetings will be held. Teachers will then participate in weekly PLC meetings and use the information from those meetings to plan and implement rigorous instruction. Observation data will be taken during meetings by administration.	Teachers will meet weekly and follow the common PLC meeting structure following the CCSD Teaching and Learning Cycle. As a result, students in every classroom will receive high-quality, rigorous Tier I instruction.	Strong	Progress monitoring data should show the percentage of PLC observations where all expectations are present compared to our mid-year goal of 50%. If the data reveals an increase from the 15% baseline, it suggests some improvement, but continued focus on implementation strategies is needed to reach 100% by the end of semester 2. As we implement our strategies, we're learning which supports, such as targeted feedback and professional development, are most effective in improving PLC quality.	To address the challenges and performance gaps, we need to provide more targeted coaching and support for PLC facilitators, focusing on areas where expectations are not consistently met. Additionally, conducting regular check-ins and feedback sessions will help ensure PLCs stay aligned with the expectations. Lastly, we should refine our professional development to address specific weaknesses identified in the observations.	To be successful, we need clear and consistent guidelines for PLC expectations following the Teaching and Learning Cycle, along with skilled coaches to provide targeted support and feedback.

Inquiry Area 3 - Connectedness

During the 2024-2025 school year, the percentage of kindergarten through 5th grade students who are chronically absent will decrease from 22% (2023-2024) to 10%, as measured by students' attendance rates.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
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<p>The school will develop and follow a comprehensive attendance plan, which will include and increase the use of positive incentives, communication with parents/guardians, and Tier 2 and 3 Interventions when applicable.</p>	<p>Improved student attendance rates and a reduction in chronic absenteeism through the use of targeted incentives, proactive communication with parents/guardians, and the implementation of Tier 2 and 3 interventions for at-risk students. These efforts will help foster a positive school climate and ensure students receive the necessary support to consistently attend and engage in learning.</p>	<p>At Risk</p>	<p>Progress monitoring data should reveal whether the percentage of chronically absent K-5 students is decreasing from the 22% baseline toward the 10% goal. Early data may show trends in improvement, helping identify whether current interventions, such as family engagement or attendance incentives, are effective. We're learning which strategies successfully reduce chronic absenteeism and which require further adjustment to meet our target.</p>	<p>To address remaining challenges, we need to intensify outreach efforts to families of chronically absent students and enhance support systems, such as attendance interventions or mentorship programs. Additionally, regular monitoring and personalized follow-ups with at-risk students will help sustain improvements and ensure that the attendance goal is met.</p>	<p>To be successful, we need strong family engagement, with clear communication about the importance of attendance and accessible resources to address barriers like transportation or health issues. Additionally, collaboration between teachers, counselors, and community partners will be crucial in providing targeted support to students at risk of chronic absenteeism.</p>
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