

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: Sue H. Morrow ES

Inquiry Area 1 - Student Success

Our proficiency for the SBAC assessment for the 23-24 school year decreased. 52.6% achievement in math was made on the SBAC assessment in 2023 and 50.6% achievement in math was made on SBAC assessment in 2024, which was a decrease of 2%. 59.4% achievement in ELA was made on the SBAC assessment in 2023 and 54.4% achievement in math was made on SBAC assesment in 2024, which was a decrease of 5%.

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>
Teachers will receive professional learning on PLCs, lesson planning with unwrapping standards, and gradebook review for common assessments. Identify areas needing differentiation utilizing multiple data measures (SBAC, MAP, and others).	By the end of the school year, 90% of PLC meetings will follow the schoolwide PLC structures. Through teacher collaboration with their PLC, teachers will discuss the rigor of the NVACs and share effective strategies. Additionally, reviewing multiple data sources will highlight focus areas for training or resources for high-quality Tier 1.	At Risk	Grade levels are identifying challenges with the HMH Module Assessment question types and their alignment with the SBAC assessment and its rigor. Also, there are inconsistencies with grade levels being prepared and ready to partipate in weekly PLCs. Grade levels are inconsistent with sharing the roles and responsibilities amongst the members of their PLCs.	We will continue digging deeper and using the CCSD clarity guides. We will also focus on the HMH Module Assessment questions to drive instruction. Grade levels will leave PLCs with action steps to move forward, and to increase cohesiveness and productivity for future PLCs.	We need time to dig deeping into the Module Assessments and Clarity Guides. Grade levels need to follow and increase consistency with the PLC tracking form/agenda and need to decide as teams the roles and responsibilities of the PLC members to ensure equality amongst the team.

Inquiry Area 2 - Adult Learning Culture

Teachers completed the PLC forms at 60 % (2023-2024). The goal for 2024-2025 is that 90% of teachers will use the revised PLC form to track student progress using rigorous standards-based assessments measured by leadership team reviews and instructional rounds.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Clear expectations for PLC and collaborative PLC meetings with RB3 and the administrative team.	Increased understanding of the rigor of the Nevada Academic Standards, plan for high-quality Tier 1, and effective teaching strategies shared throughout grade levels/school.	Strong	Some grade levels are more consistent with Tier 1 and Tier 2 differentiation. Teachers participating in school-wide Instructional Round find it beneficial with learning teaching strategies and planning for instruction.	We will continue digging deeper and using the CCSD clarity guides and review the assessments in PLC's specifically using the new assessments and integrating the questions. Additionally, we discussed sharing more strategies and a specific action plan for all. Other next steps included sharing data, and continuing rounds with focus on high quality Tier 1.	We need to adhere to the CCSD pacing guides for planning. We also need to be timely and consistent with our pacing during instruction, in order to align each day with the school-wide master calendar and yearly pacing guides.

Inquiry Area 3 - Connectedness

Reduce the number of chronically absent students from 30.3% in 23/24 to 23% by the end of the 24/25 school year.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
We hired a counselor to support SEL learning at school. School-wide dialogue discusses survey and improvement strategies with the leadership team and teaching staff.	Increase in student attendance.	Strong	Student attendance has improved, but still fluctuates on a weekly basis. We are identifying a slight increase in students being absent due to vacations. The students are excited about our new attendance incentives and recognition each week.	Continue implementing school-wide attendance tracking and incentives. We will consistently update families with attendance data and highlight positives with attendance in each grade level and with the school as a whole.	We need to build capacity with the administrative team, leadership team, and classroom teachers to support students and families struggling with consistent attendance.

