

Act 2 - Status Check 2 (Plan of Operation Requirement)

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

[Directions and Resources for Status Check 2](#)

Status Tracker Directions:

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
2. Identify specific **Lessons Learned (Now), Next Steps, and Needs**

Note:
 The status you enter from the drop-down lists will automatically update the accompanying cell on the Master Tracker tab.



School Name: Dennis Ortwein Elementary School

Inquiry Area 1 - Student Success

Increase the percent of students projected to be proficient in math from 51% in Spring 2024 to 61% in Spring 2025, as measured by MAP Growth. Increase the percent of students projected to be proficient in ELA from 49% in Spring 2024 to 59% in Spring 2025, as measured by MAP Growth.

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 exist?</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>
Ensure that all students receive instruction with evidence-based, scientifically researched Tier I instructional materials aligned to the standards that are culturally appropriate, relevant, and inclusive by having educators engage with the Teaching and Learning Cycle during PLCs (Impact Teams)	Teachers will use high-quality instructional materials to ensure consistency across and within grade levels.	Strong	Tier I Monitoring data shows that educators are using Tier I materials 66% of the time, which is an increase of 16% over last year at this time. Tier I Monitoring data also shows that instructional materials support the standard 95% of the time. 50% of our students demonstrated proficiency on the Winter ELA MAP assessment and 53% showed proficiency on the Winter Math MAP assessment.	We will continue to engage in professional learning, including coaching, Impact Teams, and peer observations, to increase usage and comfort level with Tier I instructional materials, specifically in ELA.	We need to schedule a coaching visit with the HMH Implementation Coach, continue working with the 95 Core Implementation Manager, and schedule times for educators to participate in learning walks.

Inquiry Area 2 - Adult Learning Culture

By the end of the 2025 school year, 90% of Impact Team Agendas and Minutes will show adherence to the applicable Teaching and Learning Cycle (plan, analyze, respond) components.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Professional Learning about effective use and impact of The Teaching and Learning Cycle on PLC (Impact Team) discussions	Educators will understand and be able to apply the applicable Teaching and Learning Cycle components during weekly PLC (Impact Team) meetings in order to improve consistency and quality of curriculum, tasks, instructional practices, assessments, and responses to instruction.	Strong	97% of Impact Team agendas and minutes show that educators are discussing one of the four available components of the Teaching & Learning Cycle. 61% are focused on Plan, 22% are focused on Analyze, 8% are focused on Respond, 6% are focused on Analyze, and 3% are not compliant.	We will continue implementing Impact Teams with the current structure, adding in elements that transfer to classroom instruction, including Lesson Study, Microteaching, and Learning Walks.	We need to introduce the three structures (Lesson Study, Microteaching, and Learning Walks) during a Staff Gathering and support teams of educators as they attempt to implement these structures during Impact Teams and during job-embedded professional learning opportunities.

Inquiry Area 3 - Connectedness

Increase the favorable responses to questions about "sense of belonging" from 60% in Spring 2023 to 70% by Spring 2025.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Implement a Shared Space (reward area and calming area) and school-based rewards program	Development of a school-wide PBIS system, including 5 school-wide expectations, common corrective language, a behavior matrix and referral system, a PBIS Team to analyze data, and a House System to reward and recognize desired behavior.	Strong	We have implemented all aspects of the school-wide PBIS system outlined in the intended outcomes.	We sent a staff and family survey in February 2025 and will adjust the components of our system identified as in need of improvement based on those results.	We need to meet as a PBIS leadership team to analyze the survey results and make necessary adjustments to ensure our PBIS system meets the needs of our students.