

**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: 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</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 reveals that Tier I materials are being used 71% of the time and instructional materials support mastery of the standard 93% of the time. MAP Fall data shows that 40% of students are proficient in Math and 46% of students are proficient in ELA.	The largest gap for this goal is the proficiency in ELA and Math. To address this, teachers need time to implement Tier I instruction and Tier II interventions for identified students. We will review the Winter MAP data to determine specific next steps.	Administrators need to continue Tier I Monitoring, classroom observations, and coaching with the Look For tools. Educators need to continue working in Impact Teams to Plan, Assess, Analyze, and Respond to Tier I instruction.

**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	100% of the Impact Team agendas and minutes are connected to one of the steps in the Teaching & Learning Cycle (69% Plan, 9% Assess, 21% Analyze, 1% Respond).	Teams have not yet reached the Respond phase of the cycle. A majority of the time has been spent in the Plan phase of the cycle, which is in alignment with the expectations of the professional learning at the start of the year.	Administrators need to continue to monitor the minutes and agendas and ask questions or provide guidance if the parts of the cycle are not addressed or not in alignment with expectations. Teams need to continue to meet with regularity and follow the phases of the cycle as needed.

**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	Our Panorama Sense of Belonging data shows that 63% of our students responded favorably in the Fall. We have implemented our House System, school wide expectations, and rewards system.	We are scheduling our first visits to the shared space. Our team is attending district-sponsored PBIS training to strengthen our system.	We need to track the rewards in Infinite Campus and monitor who the students are that are earning the space and the reasons they are earning it to determine trends and areas of improvement in our system.