

**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 37% in Spring 2023 to 47% in Spring 2024, as measured by MAP Growth.

Increase the percent of students projected to be proficient in ELA from 42% in Spring 2023 to 52% in Spring 2024, 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 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 develop and implement common formative and summative assessments and learning tasks aligned to the standards at the appropriate level of rigor to inform instruction and monitor students' learning.	Ensure that teachers are delivering high quality instruction with a common understanding of end of the year mastery for each standard.	At Risk	Impact Teams show grade levels focused on designing and selecting common assessments the following number of times: Kinder (1) 1st Grade (2) 2nd Grade (2) 3rd Grade (1) 4th Grade (1) 5th Grade (1) Special Education (3). Analysis of Impact Team minutes also reveals that grade levels are focused more on developing common summative assessments over common formative assessments.	Administration will continue to monitor the agendas and minutes of Impact Team meetings to ensure grade levels are dedicating an appropriate amount of time to developing and selecting common assessments. On-going professional learning will be provided for HMH and enVisions program assessments, delivered by the Math Strategist and HMH Heroes.	We need to schedule in time for professional learning sessions to analyze, select, and modify/design common assessments. We need educators to understand the importance of administering a common assessment and the impact this practice has on informing instruction.
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.	At Risk	Current data taken from 97 observations using the Tier I Monitoring Tool shows that adopted Tier I instructional materials are being used 50% of the time. Certain grade levels have full implementation of either Math, Reading, or both program. There is a higher instance of adopted math instructional materials and 95 Phonics materials being utilized. During conferences with educators, concerns about pacing and modifying instruction to include small groups for math have been brought forward. We did not receive the Tier I ELA materials until the second week of school, causing a delay and hesitation in implementation.	Administration will continue to use the "Look For" documents and instructional coaching to encourage the use of Tier I instructional materials. Learning Strategists will provide modeling and coaching for 95 Phonics, HMH, and enVisions. The Math Strategist will hold informational sessions for reteaching in small groups using enVisions materials.	We need time to explore the materials and engage in short and long term planning. Educators need to access the Pacing Guides and continue to plan for instruction during Impact Team Meetings. We need to make a shift from teaching a standard to mastery the first time it is introduced to understanding the current trend in research based curriculum is spiraled instruction.

**Inquiry Area 2- Adult Learning Culture**

By the end of the 2024 school year, 90% of evidence walks will show that teachers are posting and/or verbally stating learning intentions and success criteria and checking for student understanding.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Professional Learning about effective use and impact of Learning Intentions and Success Criteria.	Educators will learn how to write and effectively use learning intentions and success criteria to increase student understanding of and responsibility for their own learning.	At Risk	Current data taken from 97 observations using the Tier I Monitoring Tool shows that Learning Intentions are aligned to the standard 70% of the time and Success Criteria are aligned to the standard 64% of the time. Teachers and students are observed to interact with the Learning Intention 43% of the time. Teachers and students are observed to interact with the Success Criteria 35% of the time.	We will continue sharing the data for Learning Intentions and Success Criteria with the staff and allowing time during Impact Teams to write and review Learning Intentions and Success criteria related to upcoming standards. We will take photos of strong examples and share them with the staff. We will reiterate verbal stating of the Learning Intentions and Success Criteria throughout the lesson or on multiple slides of the teaching slide deck if they are not physically posted. We need to have whole staff development using the Teacher Clarity guide.	We need to honor different ways of communicating Learning Intentions and Success Criteria with students. We need to continue encouraging staff and celebrating success with this shift.

**Inquiry Area 3 - Connectedness**

Increase the favorable responses to questions about "emotional regulation" from 37% in Spring 2023 to 47% by Spring 2024.

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 safe space for students in crisis paired with a highly desirable space to receive rewards for regulating emotions and positive behavior.	Strong	Panorama Data shows that 36% of students responded positively in the Fall to the overall Emotional Regulation category. We sent a team to three days of PBIS training and are a part of the Elementary Shared Space Model program. We developed a Climate and Culture Think Tank and are rolling out our overall plan to the staff on January 22, 2024.	We will implement our PBIS plan on January 22, 2023. This will include a House System, an acknowledgement system, a common language for correcting behaviors, and a detailed plan of how to ask for help. For mindfulness, we will move on from mindful breathing to mindful emotions in the Morning Message and work with The Mindful Life Project to coach teachers on strategies for Mindful Emotions.	We need staff buy-in and enthusiasm for our new system. We need educators to implement Mindful Emotions techniques in the classrooms. We need to communicate our plan to families and provide opportunities for the families to learn about Mindfulness.