

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:

- 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
- 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 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?</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.	Strong	Impact Team Minutes show that of the available 19 meetings, Kindergarten has collaborated 2 times, 1st grade has collaborated 2 times, 2nd grade has collaborated 2 times, 4th grade has collaborated 1 time, and special education has collaborated 7 times about common assessments. 5th grade is departmentalized. 3rd grade has not collaborated in this area. Impact Team Minutes show that of the available 19 meetings, Kindergarten has collaborated 7 times, 1st grade has collaborated 6 times, 2nd grade has collaborated 10 times, 3rd grade has collaborated 10 times, 4th grade has collaborated 11 times, 5th grade has collaborated 5 times, and special education has collaborated 7 times about learning tasks. Classroom observations and analysis of grade level assessments reveal that teachers are using high quality and rigorous learning tasks and common assessments for math and ELA.	We will continue to monitor the Impact Team Minute notes and collect examples of common grade level assessments and tasks to ensure high quality instruction is consistent across grade levels. The collection and analysis will be completed by the Administrative Team.	The Administrative Team will continue to monitor the Impact Team Notes and conduct observations to ensure high quality, rigorous tasks and common assessments are in place. The Administrative Team will continue to attend weekly Impact Team Meetings.
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	Trend data from Tier I Monitoring shows that 155 observations have been made. Of these observations, adopted Tier I instructional materials were being used 50% of the time. Of these observations, instructional materials were used to support mastery of the standards 90% of the time.	We need to continue conversations with teachers about barriers to using the adopted Tier I materials and the importance of doing so for consistency. The Administrative Team will use the HMH Look For tool to determine which components are being used and determine how we can use that data to leverage the use of other components that are not being used.	The Administrative Team needs to schedule time to use the Look For document during the ELA block, analyze the data from the Look For observations, and share it with staff to engage in conversations about celebrations and barriers.

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
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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	Trend data from Tier I Monitoring shows that 155 observations have been made. Of these observations, learning intentions are aligned to the standard 70% of the time and are interacted with by the teacher and the students 41% of the time. Of these observation, success criteria are aligned to the standard 64% of the time and are interacted with by the teacher and the students 38% of the time.	We need to continue conversations with teachers about barriers to posting, sharing, and interacting with Learning Intentions and Success Criteria. We also need to gather information about different ways teachers share Learning Intentions and Success Criteria with students besides posting them on the board to determine if this is still an area of need.	The Administrative Team needs to continue conducting Tier I Monitoring Walks to gather more data. The Administrative Team needs to develop a tool to capture how and when each teacher is sharing the Learning Intentions and Success Criteria with students in order to best determine the direction of future professional development.
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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.	At Risk	Panorama Data shows that students reporting thier ability to regulate emotions has remained at 37% overall. There was a 4% increase in students reporting that they can control thier emotions when they need to. There was a 3% decrease in students reporting that they can get themselves to relax once they become upset. Additionally, we have not yet reached full implementation of the Shared Space. We have shared with staff the updated Behavior Rubric and Flowchart, digital behavior referral, school wide expectations, and common corrective language.	We need to fully implement the Shared Space and House System. We need to continue with a narrow focus on Mindfulness, working closely with the Mindful Life Project.	The PBIS Leadership team will reach full implementation in August 2024. The Administrative Team team of Midful Life Champions helping us structure opportunities for educators and students to engage in mindful sits.