

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:

Inquiry Area 1 - Student Success

Increase the percent of students meeting/exceeding growth projections in Reading from 33% (Spring 2024) to 41% (Spring 2025) as measured by MAP Growth Assessments.

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 are we noticing?</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>
Taking time with students to set goals before MAP testing to set proficiency goal.	Students will be able to get immediate feedback if they met their MAP goal	Strong	Administration provided PD for teachers on how to set academic goals using MAP data from the Fall MAP assessment. Teachers used the student profile page to set the instructional focus and used this grouping to assist students to meet their Spring Goal	Teachers are taking the time to conduct goal setting conferences 3 times a year each student for Reading and Math assessments. Administration will celebrate students who meet or exceed their next goal.	Teachers will meet with Administration to analyze their Winter goals to see which students and families they will meet with to reach their end of year goal.

Inquiry Area 2 - Adult Learning Culture

By the end of the school year 2025, 90% of the teacher-led PLC meetings will follow the school-wide data meeting structure to maintain data across all grade levels as measured by PLC observations.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Building leadership capacity within the leadership team through professional development using the PLC+ structure to improve data cycles	School wide academic vocabulary and data meetings will discuss Tier 1 and Tier 2 structures to support our students to grow towards proficiency	At Risk	K-5 Teachers are working together at the same time to plan their lessons and analyze their summative assessments.	Teachers and learning strategists need time to analyze the PSI data to pull their own groups in K-2.	Teachers in Grades 3-5 need time to analyze their PSI data and begin pulling their own PLL groups to meet the needs of all students.

Inquiry Area 3 - Connectedness

Decrease the number of student behavior referrals in grade 3-5 from 330 in the 2023-24 school year in IC to 230 referrals in the 2024-25 school year using FocusEd data.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
We would like to continue to decrease the number of office referrals by providing Multi-Tiered Systems of Support (MTSS) for behavior.	Our Infinite Campus referrals will decrease by training teachers on identifying the difference between Level 1, Level 2, and Level 3 infractions.	At Risk	Teachers are not putting all behaviors in IC and sending them to the office with the purple folder.	Administration will continue to provide guidance to the teachers on the differences of the Tiered infractions and where they should send their students .	The school counselor will provide support for teachers in determining which Tiers are submitted in IC.