

**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: Beatty ES

**Inquiry Area 1 - Student Success**

Increase the percent of all students meeting their projected growth (Percent met projection) in Math based on Spring 2023-2024 growth of 69.7% to 75% (Spring to Spring 2024-2025) as measured by MAP Student Growth Summary Report.

\*(Achievement Levels from minimal understanding to partial understanding) Decrease the percent of level 1 proficiency of EL students in Math from 54.5% to 44.5%

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>
Engage teachers in professional learning of the mathematical practices and application in their classroom. Ensure students have Tier 1 math instruction based on the NVACs. Ensure math assessments are aligned with standards through the use of the district provided testing bank. *ELs will receive math vocabulary during pullout with SSA.	Continue to increase the amount of students who meet their projected growth on Spring MAP, which will increase the amount of students who are proficient.	At Risk	We saw that during the Winter MAP assessment, our overall school growth has slightly decreased from 52% to 49%. However, our school at-grade level achievement has improved 12% from 30% to 42% school wide. This shows we need to support students that are high achieving to grow, as well as the students that are below grade level to help them grow.	We have a CTT that pulls math groups 2 days a week. She is pulling students from the two lowest grade level groups for growth and achievement (3rd & 5th grade). Within these small groups, students can focus on the specific areas of need.	Continue to focus on Math Voabualry in ELL groups with the SSA. Schoolwide focus on differentiation and meeting the needs of all students low to high, and continue to push them to have the students be the center of thinking verses the teacher. Continue to evaluate IEP goals and groupings to ensure their goals and needs are being addressed adequately. Self contained classroom teacher(s) will continue to work and meet with a strategist.

**Inquiry Area 2 - Adult Learning Culture**

Assess our effectiveness of our PLCs on the basis of results rather than intentions. Grade levels will work interdependently to achieve one SMART goal that aligns with our school goal of increasing student MAP math growth from 46% to 56% from spring 2024 to spring 2025 and MAP ELA growth from 47% 2024 to 57% 2025 from spring to spring. The effectiveness of our PLCs will be measured by grade level SMART goals.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
------------------------	--------------------------------------	--------	-----------------------	-------------------	------

<p>Strengthen PLCs to ensure data and clarity planners are used to to plan instruction for all content area standards. Use SMART goals to show results of our PLCs.</p>	<p>Increased growth across content areas.</p>	<p style="text-align: center;">At Risk</p>	<p><b>Kindergarten:</b> Based on the Winter data 49% of Kindergarten students were proficient in the area of foundational skills , as measured by the EOY MAP assessment, 57 % of Kindergarten students will be on track to be at or above the 61st %ile and all students will increase their score as measured by Spring MAP Assessment.</p> <p>Kindergarten: Based on the Winter data, 66% of Kindergarten students were proficient in the area of numbers and operations , as measured by the EOY MAP assessment, 68% of Kindergarten students will be on track to be at or above the 61st %ile and all students will increase their score as measured by Spring MAP Assessment.</p> <p>We are on track to reach our goals.</p> <p><b>1st grade:</b> Based on the Fall data that only 38% of First grade students were proficient in the area of numbers and operations , as measured by the BOY MAP assessment, 68% of first grade students will be on track to be at or above the 61st %ile and all students will increase their score as measured by Spring MAP Assessment.</p> <p>Based on the winter data 48% are proficient in the area of foundational skills, as measured by the MOY MAP assessment, we are making good growth to achieving our goal of having 59% of students score at the 61% ile or above as measured by the spring MAP assessment.</p> <p><b>2nd Grade:</b> Based on the Fall data, 57% of 2nd grade level students are currently proficient in the informational text as measured by the MOY MAP assessment, 80% of 2nd grade level students will be on track to be at or above the 61st %ile and all students will increase their score as measured by Spring MAP Assessment.</p> <p>2nd Grade: Based on the Winter data, 44% of 2nd grade level students are currently proficient in the area of numbers and operation, as measured by the MOY MAP assessment. This is a 15% gain from BOY MAP Assessment 79% of 2nd grade level students will be on track to be at or above the 61st %ile and all students will increase their score as measured by Spring MAP Assessment.</p> <p><b>3rd Grade:</b> Operations and Algebraic Thinking: Based on Winter data, only 41% of 3rd grade level students are currently proficient in the area of Operations and Algebraic Thinking, as measured by the Winter MAP assessment, 50% of 3 grade level students will be on track to be at or above the 61st %ile and all students will increase their score as measured by Spring MAP Assessment.</p> <p>3rd Grade: Vocabulary: Based on Winter data, only 42% of 3rd grade level students are currently proficient in the area of Vocabulary, as measured by the Winter MAP assessment, 50% of 3 grade level students will be on track to be at or above the 61st %ile and all students will increase their score as measured by Spring MAP Assessment.</p> <p><b>4th Grade:</b> We are consistently using PLCs to drive instruction and plan across all content areas. Students made great growth in math with Mrs. Monturio's homeroom making 86% growth at the winter benchmark. 51% are proficient in the area of numbers and operations. In ELA, specifically vocabulary 65% of students were proficient. (new students on</p>	<p><b>Kinder:</b> Continue Tier 1 instruction and small group instruction for students new to Beatty who scored below the 40th percentile.</p> <p>Continue Tier 2/3 instruction for students already in MTSS and change interventions as needed.</p> <p>New MTSS groups have already been established and students below the 10th are being pulled by interventionist</p> <p><b>1st Grade:</b></p> <ul style="list-style-type: none"> <li>- targeted daily practice</li> <li>- continue teaching Unit 4 IM which is base 10, place value, counting</li> <li>- be more intentional about using mathematical vocabulary -spiraling curriculum to ensure we have covered all of the necessary phonics skills.</li> <li>-redo tier 2 intervention</li> </ul> <p><b>2nd Grade:</b> Math Process benchmarks monthly CTTgroups. More targeted math intervention groups. Informational texts-Spring focus, Nonfictions Races Monthly High Quality common formative and summative assessment Differentiated groups Focus: Informational texts</p> <p><b>3rd Grade:</b></p> <p>Math PLC monthly. During our monthly math PLCs, teachers will work with their team and strategists to look at student data on recent math assessments. They will use this data to guide their small group instruction by providing instruction on prerequisite skills, as well as grade level skills to be successful within their unit. Teachers will also focus on making sure the assessments meet the standards and have application problems, in which students are applying their knowledge from the unit not just rote memorization. Students will continue to work on performance tasks regularly.</p> <p>During all other PLCs, grade level teams will ensure that all parts of the Teaching and Learning cycle drive conversation and instruction. Teachers will work together to use the backwards planning model to ensure assessments meet the full rigot of the standard prior to teaching. Teachers will come together after teaching to analyze data, adjust instruction, and respond to the need of the students. The Teaching and Learning cycles will be utilized across multiple content areas throughtout the year.</p> <p>All PLC's topics will be scheduled in advance (1-2weeks) and linked in the PLC Schedule Document. This document will also teachers and admin to see trends in the Teaching and Learning Cycle areas being used most frequently and areas for growth.</p> <p><b>4th Grade:</b> We will focus more on vocabulary instruction. In Phonics, Akre will focus more on affixes and morphology instead of following just 95 phonics. In math, students will continue math groups and foundational skills.</p> <p><b>5th Grade:</b> We will focus more on vocabulary, heavy focus on fractions review (addition, subtraction)</p> <p>Informtional- Science and Reading can add in more text with ThinkCERCA. Reading is targeting groups by their levels. Bring back in the Comprehension strats from Carrie Howrn. (McCallum)</p> <p><b>Kinder:</b> Ensure consistency in Fast Bridge for MTSS students to ensure no intervention change is needed.</p> <p>Spiral review to fill in gaps.</p> <p><b>1st Grade:</b> we need sample problems of what number and operation include. -Is there a way to break down the RIT scores by Number and Operations - learn how to use the learning continuum on map growth reports</p> <p><b>2nd Grade:</b> Consistency and be intentional Focus on informational text.</p> <p><b>3rd Grade:</b> Continue to work in small groups on largest areas of need. Continue daily building fact fluency tasks and discussions.</p> <p><b>4th Grade:</b> Vocabulary focused PLC in both content area.</p> <p><b>5th Grade:</b> consistency across grade level with strategy shared in PLC</p>
---	---	--	--	--

Inquiry Area 3 - Connectedness					
Increase the percentage of students who feel empowered to handle their emotions from 39% (fall) to 45% (winter) to 55% (spring) by 2025, as measured by both the Panorama Survey and the SEL Google Survey (K-5), and raise their confidence in volunteering to answer a question from 50% (spring 2024) to 40% (spring of 2025).					
Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Consistent use of class meetings, relationship building and positive office referrals.	Increase of students who feel they can handle challenging emotions. 40% or less of students who only volunteer to answer a question if they are sure that the answer is correct.	Strong	366 students took the Beatty student survey. According to the student survey 83.1% of students state that they can handle challenging emotions. 63.4% of students shared they felt comfortable volunteering answers in class. As a school we have reached our SEL goal, our focus will shift to student confidence to reach our goal of 40% by spring 2025. According to the 3rd- 5th Panorma Survey, 76% of students have a sense of belonging. Due to a change in the Panorama survey other data focusing on challenging emotions and emotional regulation was note collected with this tool.	As a school we have reached our SEL goal, our focus will shift to student confidence to reach our goal of 40% by spring 2025. To better track student confidence to volunteer to answer questions in the acadmeic setting, specific questions will be developed and added to the Beatty SEL survey to gain a better understanding of student confidence (lack of, needed supports and ect.). CCSD student survey will also be used to gain a better understanding of student growth in the area.	At this time the Beatty SEL survey will continue to be used, the targeted questions regarding student confidence have been beneficial. Classroom teachers will continue to consistently use class meetings to build relationships and acknowledge students for their positive behaviors by submitting a positive office referral (Love It Nofe). The Panorama survey has altered its focus questions to target perseverance, growth mindset, and social awareness. This no longer aligns with our SEL goal, moving forward we will re-evaluate the alignment of this tool.