

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: Thomas O'Roarke ES

Inquiry Area 1 - Student Success

By the Spring 2025 MAP Assessment, we will increase the percent of students scoring above the 40th percentile in the area of ELA/Reading from 78% in the Spring 2024 to 83% in the Fall 2024 to 87% by the Winter 2024 to 90% by the Spring of 2025 as measured by the 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 exist?</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>
With common instruction and practice teachers will effectively instruct students how to organize their thoughts and apply proper conventions throughout the writing process across the curriculum.	With direct instruction and practice students will be able to apply vocabulary and conventions when creating a constructed response across the curriculum.	Strong	Our progress shows that we are on track. 81% of our students scored above the 40th percentile on the Winter MAP test as compared to 78% in the Fall. The score puts us just below target, this shows that our use of HMH and writing instruction is working. (see OES Quarterly Writing Scores Post Spreadsheet) (Score 4 Q1-90, Q2-197: Score 1 Q1-76, Q2-30)	We will continue to address the students who are not scoring over 40% by creating a RTI plan and assessing weekly, biweekly or monthly their growth with a Fastbridge assessment. We use the data from the assessments to make adjustments to the intervention for each student. Grade levels will continue to discuss student growth in their grade level meetings. Continued help from parent volunteers utilizing explicit phonics instruction.	Continue to send grade levels and individual teachers to attend trainings to increase their knowledge and ability to use the HMH reading series. Utilize the HMH vocabulary cards and 'Know It Show It' workbook.

Inquiry Area 2 - Adult Learning Culture

100% of staff will be trained on the implementation of integrating common writing expectations across curriculum and use correct conventions as measured by the school-wide monthly writing prompts.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
We will provide PD to staff members to integrate common writing expectations and ways to teach conventions school wide.	The school staff will use common vocabulary, constructed response expectations and conventions with the students throughout the school.	Strong	On 9/16/24 teachers were asked to work with their grade levels to identify ways they continue to improve how they teach vocabulary and conventions. We know from teacher feedback that early writing samples still show that vocabulary and conventions are an area we need to address this school year. We continue to give a monthly writing prompt and we are seeing the students grow as writers and score better on the writing rubrics. (see OES Quarterly Writing Scores Post Spreadsheet) (Score 4 Q1-90, Q2-197: Score 1 Q1-76, Q2-30)	We will continue to monitor the students improvement in the areas of conventions and vocabulary through quarterly writing prompts and classroom writing assignments. Grade levels will meet to discuss the results and make adjustments to instruction based on the results. We had one third, fourth, and fifth grade teacher attend a training on Writable which is a component of the HMH Reading Series. They will share out information with their grade level.	Continue to review and revise the writing prompts based on student results. Teachers meet with next grade levels teachers to discuss their student's writing abilities and next steps. Grade levels compare writing rubrics to strengthen and align each rubric.
The staff will have a school wide understanding of how to teach conventions and use the same terminology with colleagues and students throughout the school.	To train 100% of our instructional staff in how to teach conventions, school wide vocabulary to use and how to assess conventions	Strong	Staff discussed how some of our students still have issues with using correct conventions. We discussed how the chromebook will highlight the error, but some students will not go back and correct the mistakes. We talked about different ways to ensure students edit their writing correctly. We are also seeing that having a Math, Reading, and Science curriculum for several years has lead to more consistent academic language for students as they progress through the grade levels here at O'Roarke.	Teachers share strategies to strengthen writing and conventions using peer editing, authors chair and celebrating students who have improved when revising and editing. Have students use the grade level writing rubrics to score provided grade level writing exemplars.	Provide time for teachers to work cross grade level to revise convention rubrics to align with students areas of need.

Inquiry Area 3 - Connectedness

To decrease the number of students who feel they need adult intervention to feel comfortable and positive about their own learning at school from 28% to 5% by May 2025, as measured by the Panorama Education Survey.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
We will provide class meetings, group counseling sessions with the counselor, and provide self-help training to students during lunch.	To decrease the number of students needing adult interventions.	At Risk	Our counselor continues to work in classes providing strategies for coping with stress or any issues that confronts a student during the day. She also pulls students who have been identified through the Winter Panorama Survey or by teachers as needing help developing and using coping strategies to deal with stress. Winter Survey showed 27%.	We will continue to monitor the Panorama data and take teacher referrals in order help all students identified. We will continue to hold class meetings as well to address student concerns and learning barriers.	Continue to assess Panorama Results to assist students as needed.