

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: Thiriot ES

Inquiry Area 1 - Student Success

ELA
Increase the percentage of students proficient on the MAP Growth assessment in ELA from 39% to 49% in 2025.

Math
Increase the percentage of students proficient on the MAP Growth assessment in Math from 42% to 52% in 2025.

Science
Increase the percent of students proficient on SBAC in Science from 18% to 28% in 2025.

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>
Teach standards-based lessons through the implementation of HMH Into Reading , (Elementary), Core 95 Phonics for Tier I & II, Exact Path,and CCSD Pacing Guide Long Range Planning in Professional Learning Communities. Reimplement What I Need (WIN) differentiated block Core 95 Phonics, Professional Development LETRS strategies, as well as school wide reading goal setting.	As a result of receiving strategic intervention, support, and Tier 1 differentiation, students will demonstrate academic growth as evidenced on 2025 Spring SBAC and MAP assessments. .	At Risk	We are increasing our data from Fall 2024 to Winter 2024; however, the data started significantly lower than what was shown from Spring 2024.	We have PD scheduled with Michael Everson from the Math department, as well as the HMH representative coming in and working with grade levels in their lesson planning and lesson delivery. We also have support from Tyler Raichle in CPD in our implementation of Core95.	Small group testing

Inquiry Area 2 - Adult Learning Culture

50% of the weekly grade levels will hold a PLC meeting will be data driven and shown by observations of the PLC. They will answer the fundamental questions of the PLC. The teachers will use data to drive instruction and work as a team to respond to said data to increase student achievement while using the Tier I instructional materials.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Implement professional learning communities on a weekly basis.	At the end of the 2024-25 school year, all staff will develop sound knowledge of best practices in the PLC process and be actively holding PLC meetings. It will be shown by the growth and proficiency rate of the students.	Strong	We have strong structures and procedures in place school wide to ensure PLCs are occurring weekly.	We want to ensure that every grade level is getting the most out of their PLC. Our initial plan is to have strong grade level PLCs model their PLCs for other grade levels in the school.	Incorporate other curriculum into conversations. Train on the next step of analyze and respond.

Inquiry Area 3 - Connectedness

Increase favorable responses on the Panorama Survey of 3rd-5th grade students from 41% to 50% for Emotional Regulation from Winter to Spring.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Utilize the MTSS Team to target individual students who responded unfavorably to Emotional Regulation on the Panorama Data Survey.	Increase the number of students who can emotionally regulate themselves.	Strong	Panorama switched category from Emotional Regulation to Self- Management which includes Emotional Regulation. Students are now in the 71% in the winter for this category.	Continue with Wellness team meetings, small group intervention, and CICO.	Continue with wellness supports