

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: Tanaka ES

Inquiry Area 1 - Student Success

Increase the percentage of students in grades K-5 scoring above the 61th percentile in ELA from 44% (Spring of 2023-2024) to 45% (fall of 2024-2025 +1%) to 47% (winter of 2024-2025 +2%) to 50% (spring of 2024-2025 +3%). Increase the percentage of students in grades K-5 scoring above the 61th percentile in math from 35% (fall 24-25) to 45% (winter 24-25) to 60% (spring 24-25).
*Percentages updated and revised in February 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 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>
Provide formative and summative assessments that are aligned to ELA and math standards.	Ensuring that students are taught to the depth of the learning targets.	Strong	Winter Reading MAP data: 47% 61st percentile and above Winter Math MAP data: 45% 61st percentile and above Grade levels are either using common summative assessments or curriculum provided assessments	Admin & RBG3 will support teachers in aligning planned assessments during PLCs	Admin & RBG3 will support teachers in aligning planned assessments during PLCs
Increase student access to quality, rigorous tier 1 ELA and math instruction.	Students will master the standards using rigorous tasks.	Strong	All teachers utilized HMH Into Reading, 95 Core Phonics, and Envisions with the students.	Teachers will be allowed to supplement learning materials to ensure high rigor in all learning tasks Teachers will consistently utilize the math tools and resources, including manipulatives.	Staff wants reflective practices to observe other teachers doing this effectively, time for vertical alignment/planning.

Inquiry Area 2 - Adult Learning Culture

Increase the percent of K-5 students interacting with the learning intentions and/or success criteria from 53% (spring of 2023-2024) to 58% (winter of 2024-2025 +5%) to 63% (spring of 2024-2025 +5%) as measured by classroom observations using the Tier I Monitoring Tool.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Regular PLC meetings with a focus on purposeful planning (identifying learning intentions and success criteria and how students can interact with them).	Improve Tier I instruction and student learning.	Strong	Administration noted that during 64% of observational walks teachers and students were interacting with the learning intention and success criteria, not just by mentioning it but by embedding it throughout the lesson in meaningful ways.	Reaching the other 36% of classrooms to gather reliable data/see if they are actually doing it, as it may not have been seen during the walk through. Teachers state that they need more time so they can plan and be intentional.	Teachers would like to engage in reflective practices and be able to observe teachers doing this effectively.

Inquiry Area 3 - Connectedness

Decrease the percentage of students who are chronically absent from 29.8% to 24.8% (decrease of 5%).

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Multi-tiered system of supports.	Decrease the number of absences school-wide and decrease the number of students who are chronically absent.	At Risk	FocusED shows that currently we are at a 26.7% chronic absenteeism rate. This number changes depending on the week (long weekend or holiday). We have seen improvement but not hit our goal yet.	This is a parent/family issue not a child issue. We need the man power to reach all chronically absent children.	Admin, Clerk, and counselor will continue to monitor absences, make calls, and progressively address absences (calls, home visits, truancy officer, etc.). Maintain clear incentives and ensure students are celebrated as they deserve.