


BPS MTSS Problem Solving Model			Continuous Improvement Action Plan						
Identify the Problem:	Is there a problem?		By the end of the 2025-2026 school year, Betz Elementary will have the classification of Great + as determined by NDE AQuESTT System.						
Analyze the Problem:	Why is the problem happening?								
Implement the Action:	What can be done about the problem?								
Reflect on Data:	Did the strategy/intervention work?								
NEEDS		OBJECTIVES		ACTIVITIES / STRATEGIES		TIMELINE		METHOD OF EVALUATION	
2025 Classification Elementary: NSI: < 35% Good: ≥35% but < 60% Great: ≥ 60 but < 75% Excellent: ≥ 75%		Improve Classification / Status		1 Strengthen Tier 1 instruction for all K-6 classrooms		August-May		August-May	
<div><input type="checkbox"/> NSI</div> <div><input checked="" type="checkbox"/> GOOD</div> <div><input type="checkbox"/> GREAT</div> <div><input type="checkbox"/> EXCELLENT</div> <div>Status %</div> <div>ELA 46%*</div> <div>MATH 46.76%*</div> <div>Progress towards ELP</div> <div>Growth</div> <div>Reduction in non-proficiency rate (Lower is better):</div> <div>Chronic absence rate:</div> <div>Targeted Sub-Groups</div> <div>TSI/ATSI Designation</div> <div><input type="checkbox"/> Asian</div> <div><input type="checkbox"/> Black/African American</div> <div><input type="checkbox"/> Hispanic/Latinx</div> <div><input type="checkbox"/> Native American/Alaskan Native</div> <div><input type="checkbox"/> Native Hawaiian/Pacific Islander</div> <div><input type="checkbox"/> Two or more races</div> <div><input type="checkbox"/> White</div> <div><input type="checkbox"/> English Learners</div> <div><input checked="" type="checkbox"/> Students with Disabilities (2022)</div> <div><input type="checkbox"/> Economically Disadvantaged</div> <div>*If you have a sub-group identified for TSI or ATSI, you must have a specific objective for addressing their performance on NSCAS, ELPA21 (if applicable) and attendance.</div>		From Good to Great: Through professional learning and collaboration, and enhancing or extending current learning opportunities for students, we will increase the percent of students performing at a proficient and/or advanced level as measured by NSCAS ELA and Math and the 2025 AQuESTT accountability system.		<div>a. Intentionally plan, implement, and reflect on essential content connected to grade level standards.</div> <div>b. Implement three Hattie's Effect Size Strategies: Strategy to Integrate with Prior Knowledge, Deliberate Practice, Summarization.</div> <div>c. Anchor the TNTP rubric as foundational tool (Essential Content and Student Ownership)</div>		Day to day planning, grade level collaboration, PL, staff meetings, MTSS A monthly meetings		Daily reflection, coaching cycles, impact statements, NSCAS and MAP data	
		Increase % proficient: NSCAS ELA		2 Increase active student engagement through effective instruction		Day to day planning, grade level collaboration, PL, staff meetings, MTSS A month		Daily reflection, coaching cycles, impact statements, NSCAS and MAP data	
		ALL 3rd - 6th Grade Students		<div>a. BOLD Grams = Recognition of individual questioning, exploring, reading, writing, listening, and speaking in all content areas</div> <div>b. Preparation & Implementation of Student-Led Conferences</div> <div>c. Continuum of Engagement</div>					
		2024/2025 From 43% to 46% (+3%)		3 Decrease Chronic Absenteeism		Monthly staff meetings, Day 5 Team meetings, Ongoing review of Flowchart, Collaborative plans		Continuous review of district and building data, paired with regular reflection on the flowchart and tracking document that supports alignment and accountability.	
		2025/2026 From to							
		Increase % proficient: NSCAS MATH							
		ALL 3rd - 6th Grade Students							
		2024/2025 From 43% to 46% (+3%)							
		2025/2026 From to							
		Reduce % Chronic Absent		4 Build the habits, stamina, and skills to be Challenge Ready		Day to day planning, grade level collaboration, PL, staff meetings, MTSS A monthly meetings		Daily reflection, coaching cycles, impact statements, NSCAS and MAP data	
		ALL KDG - 6th Grade Students		<div>a. In core instruction</div> <div>b. In testing environments</div>					
		2024/2025 From 24% to 20% (-4%)							
		2025/2026 From 20% to 16% (-4%)							
		Targeted Sub-Groups							
		Increase % proficient: NSCAS MATH & ELA							
		Group 1							
		2024/2025 From ? to ? (+7%)							
		2025/2026 From ? to ? (+7%)							
		Group 2							
		2024/2025 From ? to ? (+7%)							
		2025/2026 From ? to ? (+7%)							
		Reduce Risk Ratio							
		Referral: Students w/ IEP							
		2024/2025 From 2 to 1 (-1)							
		2025/2026 Maintain 1							
		OSS: Students w/ IEP							
		2024/2025 From 7.95 to 1 (-6.95)							
		2025/2026 Maintain 1							
See also SELB Profile Snapshot		Triangle Report: Increase % 0-1 Referral							
		2024/2025 From 77% to 87% (+10%)							
		2025/2026 From 87% to 92% (+5%)							
23/24 SWIS Triangle Report									
0-1 ODR 76.6%									
2-5 ODR 10.2%									
6+ ODR 13.3%									
23/24 SWIS Equity Report									
Referral Risk Ratio									
Students w/o IEP 0.51									
Students w/ IEP 2.00									
American Indian/Alaskan Native 3.20									
Asian -									
Black/African American 1.53									
Hispanic/Latino 0.70									
Native Hawaiian/Pacific Islander -									
White 0.88									
Multi Racial 1.34									
OSS Risk Ratio									
Students w/o IEP 0.10									
Students w/ IEP 7.95									
American Indian/Alaskan Native -									
Asian -									
Black/African American -									
Hispanic/Latino 1.01									
Native Hawaiian/Pacific Islander -									
White 2.43									
Multi Racial -									