

## Act 2 - Status Check 1

### Directions and Resources for Status Check 1

#### Status Tracker Directions:

← Before completing this tab, follow the directions to set up the Master Sheet.

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: Betsy Rhodes ES

#### Inquiry Area 1 - Student Success

Increase the percentage of students' projected proficiency on the NWEA MAP Reading Assessment for spring 2025 from 49.5% to 56%.

| Improvement Strategies | Intended Outcomes/Formative Measures                                                                                                                                    | Status<br><i>Are we implementing the improvement strategy as planned?</i> | Now (Lessons Learned)<br><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)<br><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<br><i>What do we need to be successful in taking action?</i>                                                                                     |
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|                        | To increase proficiency in English-language arts. Provide all students with Tier 1 instruction using evidence-based instructional materials aligned with the standards. | At Risk                                                                   | According to Fall MAP reading data, 53.9% of 2nd-5th grade students are projected to be proficient on spring SBAC. In addition, per Tier 1 Monitoring Walk data, 93.3% of instruction is aligned to the standard and there is evidence that shows teachers are using Tier 1 materials to support mastery of the standard. Challenges are: Meeting the needs of SPED/low achieving students with correct scaffolding and supports; weekly formatives are not matching the summatives; Tier 1 materials need supplementing to meet the rigor for the full intent of the standard. | Monitoring with Tier 1 tools to look at the scaffolds and supports. Backwards planning with the summatives and adding rigor. During PLCs, having conversations about data and what next steps to take when students are/aren't meeting standard. Utilize PLC questions, looking at SBAC sample questions for assessments for verbage and exposure. October: interim assessments will be conducted in all grades 3-5. SBAC sample items will be part of instruction. | HMH Materials, Common PLC time, SBAC interim. PLC template/questions. Curr. Hub and materials. Scaffolding materials. Training/Support with scaffolds |

#### Inquiry Area 2 - Adult Learning Culture

According to Tier 1 Monitoring Tool data, 5.9% of our teachers and students interacted with their learning intentions (LI) during ELA lessons, and 0% of teachers and students interacted with success criteria (SC) during ELA lessons. By the conclusion of the 24-25 school year, 60% of our teachers and students will interact with both the learning intentions and success criteria throughout their lessons.

| Improvement Strategies                                                                         | Intended Outcomes/Formative Measures                                                                                                                                                                                                                                                      | Status  | Now (Lessons Learned)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Next (Next Steps)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Need                                                                                                                                                                                                                                          |
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| Consistent PLCs utilizing district-based materials, Kagan structures focusing on metacognition | Students and staff will have a clear purpose and the ability to reflect on where they are in their learning, decide where they need to go next, and determine next steps on what they need to do to demonstrate mastery, which will result in high-level thinking and proficiency in ELA. | At Risk | According to our Tier 1 Monitoring Tool in which 18 teachers were observed, 20% of teachers and students interacted with the Learning Intention, while 13,3% interacted with the Success Criteria. The teams needs to try and strategically time walks to make sure we are seeing beginning of lessons. Some challenges are teachers knowledge of Tier 1 Monitoring Tool and what teams are observing. Another challenge is expectations of how and when to interact with LI and SC before, during, and after lesson. | The administrative team and learning strategists will conduct Tier 1 walks along with observations and provide feedback to teachers on how to consistently interact with learning intentions and success criteria before, during, and after lessons. There will also be a meeting to discuss the Tier 1 Monitoring Tool, what we are observing, and how to refer to LI and SC before, during, and after lessons. A schedule will be completed to conduct Tier 1 Monitoring Walks by December 2024. Administration will meet with staff to discuss expectations with Tier 1 Tool in October, 2024. | Coaching techniques on how to interact with learning intentions and success criteria. Tier 1 Focal Point, schedule of observations. Peer walks with staff using the Tier 1 monitoring tool. Tier 1 monitoring clarification at staff meeting. |

#### Inquiry Area 3 - Connectedness

Decrease the percentage of students who are chronically absent from 22% to 10% by spring 2025, as measured by the NSPF and FocusED.

| Improvement Strategies | Intended Outcomes/Formative Measures | Status | Now (Lessons Learned) | Next (Next Steps) | Need |
|------------------------|--------------------------------------|--------|-----------------------|-------------------|------|
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| <p>Provide additional incentives for attendance, such as Capturing Kids Hearts lessons and monthly meetings with parents for students who are considered chronically absent.</p> | <p>By spring of 2025, the percentage of chronically absent students will reduce from 22% to 10%.</p> | <p>Chronic absenteeism is currently at 16%. Our office clerk has created a spreadsheet with all students that are absent 6 days or more. Our school counselor is holding meetings with families to discuss the importance of attendance and how it impacts student learning. One challenge is parental control of when students attend school at the elementary level.</p> | <p>At Risk</p> | <p>Monthly attendance incentives in a timely manner, meetings with parents, attendance fairy pop-ins, classroom jobs for chronically absent students, continue meetings with chronically absent families to discuss importance of attending school. Meetings are continuous throughout the year. We will complete a schedule for our "Attendance Fairy" to ensure all students present receive an incentive.</p> | <p>Attendance fairy and structures on how to best meet the needs of our school and students, scheduled meetings with counselor and/or admin team, ensuring we are completing incentive tasks in a timely manner.</p> |
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