

**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: 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 <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</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>
<p>Provide all students with Tier I instruction using evidence-based instructional materials aligned with the standards.</p>	<p>To increase proficiency in English-language arts.</p>	<p>At Risk</p>	<p>According to Winter MAP reading data, 51.2% of 2nd-5th grade students are projected to be proficient on spring SBAC. We notice a decline in the percentage of students considered to be on track for proficiency from the fall to winter. <b>Challenges</b> are: Meeting the needs of ALL students with correct scaffolding, supports and enrichment, how to check for student understanding, Tier 1 materials need supplementing to meet the rigor for the full intent of the standard, organization and planning of HMH to meet the needs of all learners, instructional schedule with reading in the afternoon—engagement is a challenge, parent engagement at home</p>	<p>Admin team will conduct weekly <b>strategic</b> instructional walks using the Tier I Monitoring tool and focusing on the following:                      -Standards-task alignment                      -Opportunities for students to demonstrate their understanding                      -Teachers checking for understanding of all students during Tier I instruction                      -Authentic interaction by students and teachers with the Success Criteria (specific understanding being demonstrated by the students)                      -Additional time using Exact Path to help reinforce skills</p>	<p>Tier 1 Monitoring Tool, Planned instructional rounds, HMH, Exact Path</p>
<b>Inquiry Area 2 - Adult Learning Culture</b>					
<p>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.</p>					
Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need

	<p>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.</p> <p>Consistent PLCs utilizing district-based materials, Kagan structures focusing on metacognition</p>	<p>According to our Tier 1 Monitoring Tool in which 27 teachers were observed, 12.3% of Learning Intention, while 12.3% interacted with the Success Criteria. However, it is more evident during administrative observations. During informal/formal observations, we are noticing evidence in approximately 50% of our classrooms of teacher and student interactions. <b>Some challenges are:</b>          Inconsistent walks versus formal/informal observations. We don't have enough data points to have an accurate depiction of student and teacher interaction, length of time during instructional rounds to see authentic interactions with LI and SC.</p> <p style="text-align: center;"><b>At Risk</b></p>	<p>Admin will share expectations for PLC Tier 1 Planning conversations to include the following guiding questions:          -Question One: What must students learn? What learning tasks will students engage in? (NVACS, CCRs, Pacing Guides, Learning Progressions) How do I ensure tasks support all cognitive demands? (Scaffolding - Differentiation)          -Question Two: How will we know when they've learned it? (Success Criteria, Practice, Formative, Common Summative, Data Analysis)          -Question Three: What will we do for those students who don't get it the first time? (Tier 2 Interventions, Re-teach &amp; Re-assess)          -Question Four: What will we do for those students who already know it? (Enrichment Opportunities)          *Admin will provide differentiated support and coaching during PLC conversation through the use of the Rhodes PLC form which includes the following:          -backwards assessment          -teacher clarity          -guiding questions          -rubrics          -data analysis          -standard-task alignment</p>	<p>PLC Document, Tier 1 Monitoring Tool</p>	
<p><b>Inquiry Area 3 – Connectedness</b></p>					
<p>Decrease the percentage of students who are chronically absent from 22% to 10% by spring 2025, as measured by the NSPF and FocusED.</p>					
<p><b>Improvement Strategies</b></p> <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><b>Intended Outcomes/Formative Measures</b></p> <p>By spring of 2025, the percentage of chronically absent students will reduce from 22% to 10%.</p>	<p><b>Status</b></p> <p style="text-align: center; color: red;">Needs Immediate Attention</p>	<p><b>Now (Lessons Learned)</b></p> <p>According to FocusEd, 121 out of 506 students are considered chronically absent (23.9%). Challenges include: student and family sickness, prearranged therapy and medical appointments, and parental issues outside of our control.</p>	<p><b>Next (Next Steps)</b></p> <p>The AP, Counselor, and Office Clerk will have weekly meetings to discuss students who are chronically absent to determine an action plan for each student. Meetings will be held with families to share how absences affect academics. Students who meet criteria (no absences, tardies or early checkouts) will be invited to a celebration at the end of each month</p>	<p><b>Need</b></p> <p>Scheduling of meetings by Office Clerk, meetings held with Counselor and AP, incentive items.</p>