

Act 3 - Reviewing Our Journey

Directions and Resources for Act 3

****Only type in the yellow cells.****

Status Tracker Directions:

- Select from the drop-down list:
Did we achieve our goals - **Yes, No**.
Should we continue, correct, or cancel our goals/strategies - **Continue, Correct, Cancel**.
- Identify specific **Lessons Learned, 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		Did we achieve our Student Success goal? <i>What does our data reveal about our progress toward our goal?</i>	Continue, Correct, or Cancel the Goal? <i>Should we continue, correct, or cancel this goal in our next SPP?</i>			
Increase the percentage of students' projected proficiency on the NWEA MAP Reading Assessment for spring 2025 from 49.5% to 56%.		No	Continue (and update)			
Improvement Strategies	Intended Outcomes/Formative Measures	Were our improvement strategies successful? <i>How successful were we at implementing our improvement strategies?</i>	Continue, Correct, or Cancel the Strategy? <i>Should we continue, correct, or cancel the associated improvement strategies in our next SPP?</i>	Now (Lessons Learned) <i>Why were our improvement strategies successful or unsuccessful? What have we learned about ourselves and our school through this goal and these improvement strategies? How have our improvement efforts impacted achievement across demographic groups?</i>	Next (Next Steps) <i>What can we do right away to put our Lessons Learned into practice?</i>	Need <i>What do we need to be successful in taking action?</i>
Provide all students with Tier I instruction using evidence-based instructional materials aligned with the standards.	To increase proficiency in English-language arts.	Yes	Continue	Based on spring MAP Reading data, 54.9% of our 2nd-5th grade students are expected to be proficient on the Spring SBAC Reading Assessment. This is an improvement from the 49.5% of our students in the fall. Although we did not meet our goal, we made gains. Our focus on Tier 1 instruction and the HMH curriculum shifted from fall to spring. After participating in Professional Learning and inviting coordinators from the district to attend PLCs, we were able to utilize the HMH curriculum to fit our students' needs. Teachers planned lessons with their teams, focusing on standards-based instruction. When breaking down into ethnicities and how many students scored at or above the 61st percentile in MAP Reading: 2 out of 3 American Indian/Alaska Native; 12 of 16 Asian; 13 out of 59 Black/African American; 80 out of 174 Hispanic/Latino; 1 of 3 Native Hawaiian; 30 of 56 Multiracial; 96 of 189 White. Based on this data, it is evident that we have needs to meet for certain ethnic groups that we must address to close the achievement gap.	Teachers and school leadership will continue to delve deeper into the HMH curriculum while utilizing CCSD resources (Curriculum Hub, Teacher Clarity Guide, Pacing Guides) to create purposeful lessons with standards-aligned tasks. We will invite Literacy Coordinators from CCSD to collaborate with PLC teams throughout the year. We will also begin LETRS training in the fall of 2025. Additionally, the administrative team will conduct a data analysis of each teacher's MAP data, with a plan to discuss the findings at our initial one-on-one meeting in the fall of 2025. We will review achievement gaps, along with celebrations, to prepare for the upcoming year, rather than waiting until the winter benchmark to meet.	Literacy Coordinators, LETRS schedule and support, District Resources, MAP data analysis, and PLC documents for grade-level teams.
Inquiry Area 2 - Adult Learning Culture		Did we achieve our Adult Learning Culture goal?	Continue, Correct, or Cancel the Goal?			
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.		No	Continue (and update)			
Improvement Strategies	Intended Outcomes/Formative Measures	Were our improvement strategies successful?	Continue, Correct, or Cancel the Strategy?	Now (Lessons Learned)	Next (Next Steps)	Need

<p>Consistent PLCs utilizing district-based materials, Kagan structures focusing on metacognition</p>	<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>Yes</p>	<p>Continue</p>	<p>When examining end-of-year Tier 1 Monitoring data, 39% of observed teachers engaged with the Learning Intentions and Success Criteria. 91% of observed teachers had instruction aligned to the standard. Part of the improvement was a change in perception regarding what interaction can look like within the classroom setting. Teachers do not simply have to restate the LI and SC several times; they can ensure their learning tasks align with the learning target. One hindrance was the leadership team's regular observation of classrooms. We believe the data would be different if we had solid structures to observe on a weekly basis. When students know what they are expected to learn, they can focus their attention and effort on meeting that goal. It gives purpose to lessons and activities. Based on the spring MAP Reading Data, 49.5% of our K-5 students scored at or above the 61st percentile. Our 3rd-grade students achieved the highest results, with 61% scoring at or above the 61st percentile. Kindergarten had the fewest students in that threshold, 32%.</p>	<p>After speaking with teachers and our SOT team, it is evident that the leadership team needs to take an active role in providing professional learning on learning intentions, success criteria, and how they can be embedded throughout instruction. Some teachers do not have a clear understanding of what the administrative team is looking for when conducting Tier 1 walks. We also want to ensure the LI and SC are part of their weekly PLC meetings to help with student understanding.</p>	<p>Professional Learning on LI and SC, Weekly schedules to conduct Tier 1 walkthroughs, PLC structures and supports to discuss LI and SC as a team, strategies and supports on how to interact with LI and SC.</p>
<p>Inquiry Area 3 - Connectedness</p>		<p>Did we achieve our Connectedness goal?</p>	<p>Continue, Correct, or Cancel the Goal?</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>No</p>	<p>Continue (and update)</p>			
<p>Improvement Strategies</p>	<p>Intended Outcomes/Formative Measures</p>	<p>Were our improvement strategies successful?</p>	<p>Continue, Correct, or Cancel the Strategy?</p>	<p>Now (Lessons Learned)</p>	<p>Next (Next Steps)</p>	<p>Need</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>By spring of 2025, the percentage of chronically absent students will reduce from 22% to 10%.</p>	<p>Yes</p>	<p>Continue</p>	<p>At the end of the 24-25 school year Rhodes ES was at 18.8% chronically absent students. Following the implementation of various strategies—including parent phone calls, family meetings, and both individual and whole-class incentives—we identified the need to streamline our incentive approach. This refinement will enable us to more effectively engage our target population: chronically absent students and their families.</p>	<p>Develop and implement a comprehensive system for monitoring chronically absent students. Establish consistent follow-up procedures with families through phone calls and in-person meetings. Clearly communicate the academic and legal consequences of chronic absenteeism, including the risks of grade retention and potential educational neglect. Design targeted intervention strategies from the start of the school year, and incorporate monthly student incentive programs to</p>	<p>Structured collaboration with admin and the Office Clerk to determine best way to proactively approach families. Develop monthly system for student incentive.</p>