

Act 2 - Status Check 1

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

[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

Note:

The status you enter from the drop-down lists will automatically update the accompanying cell on the Master Tracker tab.



2. Identify specific **Lessons Learned (Now)**, **Next Steps**, and **Needs**

School Name: Betsy Rhodes Elementary School

Inquiry Area 1 - Student Success

Increase the percentage of students projected proficiency on the NWEA MAP Math Assessment for spring 2024 from 38.6% to 46%.

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 are we seeing?</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>
Vertical alignment and collaboration amongst grade level teams. Consistent unwrapping of standards for grade level learning targets and academic vocabulary. Implementation of math SBAC interim assessments. Math tutoring.	To increase proficiency in math.	At Risk	Grade level teams have met during PLC's to unwrap standards and utilize the provided CCSD Teacher Clarity guides. As teachers implement clear learning targets and success criteria in the classroom they are noticing greater gaps in basic math skills. The current challenge is school wide implementation of math tutoring opportunities outside of the instructional day.	Math data disaggregation to identify and group students with similar skill gaps. Targeted skill practice via math tutoring opportunities. Implementation of Math SBAC Interims during instruction (number talks) to prepare students for upcoming State Assessments. These actions can take place immediately via classroom teachers, and arrangements with administration to provide extra duty compensation.	Math data analysis in each grade level. A tutoring schedule for students, invitations for students to participate. Professional learning on SBAC Interim implementation and a schedule for classroom practice.

Inquiry Area 2 - Adult Learning Culture

According to PBIS walk through data, 34% of teachers are implementing PBIS tier 1 structures through a positive to negative ratio of at least 5:1. By the conclusion of the 23-24 school year, 75% of our staff will implement a positive to negative ratio of at least 5:1 based on walkthrough data.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
School Support Model, student incentives, consistent use of PBIS matrices and PBIS lesson plan implementation.	Staff will consistently implement effective PBIS tier 1 structures.	Strong	PBIS Walkthroughs took place on 10/12-10/13. Based on collected data, 61% of teachers are implementing a 5:1 positive to negative ratio in their classrooms. This is an improvement from 34% during the spring of the 22-23 school year. PBIS matrices are visible in each classroom and common areas. Student incentives (i.e. golden and blue tickets, attendance awards, character strength awards) are being provided. Weekly SEL lessons are provided for teachers to share with students during daily morning meeting SEL time. The challenge remains time to conduct walkthroughs, include more staff in the procedures, and schedule feedback conferences.	Hold feedback meetings with teachers included on the walkthroughs to go over individual data and next steps. Share data with whole staff, discuss how we are addressing the goal as a school and continue to implement PBIS structures.	Additional walkthrough data. Guest teachers to provide coverage, allowing classroom teachers to participate in the walks in the future. Followup meetings with teachers regarding their PBIS walkthrough data and expectations for implementation.

Inquiry Area 3 - Connectedness

Decrease the percent of students who are chronically absent from 28% to 10% by spring of 2024 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, ReThought lessons, Meetings with parents monthly for students who are considered chronically absent.</p>	<p>By spring of 2024, the percent of chronically absent students will reduce from 28% to 10%.</p>	<p>Strong</p>	<p>FocusED data indicates that Rhodes ES has an 18% chronic absenteeism rate as of October 10, 2023. At this time last year the chronic absenteeism rate was 22%, indicating a 5% improvement. Greater communication has been provided to parents regarding absenteeism. SEL strategist Julie Harrison has been working with families to provide attendance incentive plans and coordinate Title I services for those in need. We have also had greater coordination with TPOPS truancy prevention services and CCSD Attendance Enforcement. The highest absenteeism rates are in Kindergarten (23%) and 1st grade (26%). Our current challenge is stressing the importance of regular attendance with families and the correlation between attendance and student achievement.</p>	<p>We need to address student absences before they become chronically absent. Communication with families that absenteeism of more than 20 school days can lead to the possibility of retention. Emphasize the CCSD attendance policy regarding procedures and legal requirements for students enrolled in school. We also need continued follow up by the registration clerk, social emotional strategists, and assistant principal working with families to encourage participation and attendance at school.</p>	<p>Regular school wide communication regarding the importance of regular attendance. Monthly perfect attendance celebrations for students. Continued meetings with families of students who have missed more than 10 days of school.</p>
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