

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:

- 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
- 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 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 performance are you noticing?</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.	Strong	Grade-level teams meet weekly during PLCs to unwrap standards and utilize the provided CCSD Teacher Clarity guides. Teams are also utilizing the CCSD Pacing Guides to ensure major standards are taught with priority. Based on Winter MAP Projected Proficiency data, there was an increase from 38.65 in the fall to 43.5% in the winter. Third grade is projected to have 52% of students proficient, while 5th grade is projected to have 23.9%.	Teachers will continue to implement SBAC Interim Assessments to identify gaps in mathematical concepts. Teachers will also ensure students are using Exact Path and Reflex Math for additional practice with math fact fluency and problem solving skills.	Continued support with SBAC Interim Assessments, training on Reflex Math, Teacher Clarity Guides and Pacing Guides

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.	At Risk	PBIS Walkthroughs took place on 12/12/23. Based on collected data, 53% of teachers are implementing a 5:1 positive to negative ratio in their classrooms. This is a decline from 61% during the fall of the 23-24 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 still remains time to conduct walkthroughs, include more staff in the procedures, and schedule feedback conferences.	Staff members will complete the CHAMPS training on January 20 to reinforce positive behavior expectations throughout the school day. The PBIS team will also meet on a monthly basis to discuss Tier 1 and Tier 2 supports for teachers and students. Classroom observations (mini-walks) will continue and feedback conferences will occur with staff.	CHAMPS training, data from classroom observations, followup conferences, Tier 1 and Tier 2 expectations

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, ReThoughted 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>At Risk</p>	<p>FocusED data indicates that Rhodes ES has an 23.5% chronic absenteeism rate as of February 7, 2024. At this time last year the chronic absenteeism rate was 29%, indicating a 5% improvement. Greater communication has been provided to parents regarding absenteeism. Our school counselor has conducted attendance meetings with families to discuss why attendance is important. The highest absenteeism rates are in Kindergarten (38.7%) and 1st grade (24.7%). Our current challenge is stressing the importance of regular attendance with families and the correlation between attendance and student achievement.</p>	<p>We will utilize an attendance system where our school clerk will notify the counselor when a student has missed 10 school days. Meetings will be scheduled with families to ensure they understand the expectations of attendance. If absences continue, the administration will be notified to schedule another meeting with families. Wrap-around services will possibly be provided as an additional resource.</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 with additional support from the administration when needed.</p>
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