

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: Beatty ES

Inquiry Area 1 - Student Success

Increase the percent of all students meeting their projected growth (Percent met projection) in Math based on Spring 2022-2023 growth of 46.3% to 56% (Spring to Spring 2023-2024) as measured by MAP Student Growth Summary Report.

AB 219 Student Success Goals:

Mathematics Summative Assessment

Increase the percent of ELLs proficient in Math from 0% in 2023 to 10% by 2024, as measured by SBAC Math.

Language Arts Summative Assessment

Increase the percent of ELLs proficient in ELA from 6.6% in 2023 to 16.6% by 2024, as measured by SBAC ELA.

Language Summative Assessment

Increase the percent of ELLs meeting Adequate Growth Percentile (AGP) in English language proficiency from 33.3% in 2023 to 44% by 2024, as measured by the SBAC and reported on the NSPF.

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>
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<p>Engage teachers in professional learning of the mathematical strategies and application in their classroom. Ensure students have Tier 1 math instruction based on the NVACs. Ensure math assessments are aligned with standards through the use of district provided resources.</p> <p>AB 219 Student Success Improvement Strategy: Teaching Academic Content and Literacy to English Learners in Elementary (Source: WWC), 95 Phonics Core Program (1), A-Z Collections for Blended Learning (Learning A-Z)(1), Amplify Science (1), Exact Path (Edmentum) (3), enVisionMathematics Common Core 2020, Project-Based Learning (PBL) (3),</p> <p>AB 219 Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Evidence Level 1</p>	<p>Continue to increase the amount of students who meet their projected growth on Spring MAPs. Adjust our practices to include small group instruction and math stations. Classroom teachers will add differentiation through PBL and stations in math and ELA on a daily basis. Math Strategist: Adding deeper, meaningful instruction through PL by math coach. (Math coach attended district lead PL and is training the staff) during a six week rotation. Classroom teachers will use assessments at rigor of standard through use of district testing bank on an as planned basis. Classroom Teachers/ Strategists will analyze data on assessments within two weeks of grading. Admin/ math strategist will calendar meetings with the math coach every six weeks to monitor progress and make corrections as needed.</p> <p>AB 219 Student Success Action Action Step [1]: Teachers will integrate oral and written English language instruction into content. Teachers will implement a variety of instructional activities to ensure that academic vocabulary words are taught across several days. Small-group instructional intervention will be provided to ELLs struggling in areas of literacy and English language development.</p> <p>Monitoring Plan: Administration and strategists conduct monthly observations using Look Fors alternating content areas. Our team analyzes data, including what specific instructional strategies were used to meet ELLs' needs, in monthly one on one post conference meetings. Person Responsible: Administration, teachers, and strategists</p>	<p style="text-align: center;">At Risk</p>	<p>We have learned that we need to continue to develop our instruction practices to engage students meaningful discourse with one another (fluid partnerships and groupings). We also need to support student thinking through effective questioning that is preplanned and increases student productive struggle. In addition, we have learned that we need to closely look at our curriculum and assesment and make sure both are aligned to standards.</p> <p>For our ELs, especially for newcomers or level 1's, we need to better elicit students reasioning and thinking by providing preplanned formualic expressions. We also need to provide mutiple modalities of assesemnts in math, that can allow EL's to show their knowledge without getting stuck in the language aspects. For our higher level EL's we learned we need to incorporate more of the vocabualry routines ans strategies from last years PD.</p>	<p>We have developed teacher knowledge through specific professional learning sessions that engaged teachers in understanding effective instructional strategies that include questioning techniques, discourse practices and standards alignment. Our next step is for the leadership team to observe classroom instruction and provide constructive feedback to all teachers individually to help enhance the mathematics instruction. Teachers next steps will be using supplemental resources to differentiate learning for students and continue to work on stations to add additional differentiation for learners.</p> <p>For our ELs, we will need to develop small EL groups based on their WIDA levels. In these groups we will work on using the Flashlight 360 to expand their expressive lanague skills (speaking and Writing). We will be observing classrooms for discourse and EL strategies, then providing feed back to teachers with their level of effectiveness.</p>	<p>Time to observe classroom teachers and debrief afterwards. Teachers observe the math coach and other classroom teachers to see the way they instruct in the classroom.</p>
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Inquiry Area 2 - Adult Learning Culture

Assess our effectiveness of our PLCs on the basis of results rather than intentions. Grade levels will work interdependently to achieve one Math SMART goal that aligns with our school goal of increasing student Math MAP growth from 46% to 56% from spring to spring. The effectiveness of our PLCs will be measured by grade level SMART goals.

AB 219 Adult Learning Culture Goals:

Instructional Design and Delivery
 Increase the percent of classroom observations that show evidence of differentiated instruction to assist ELLs in understanding skills and concepts from X% at the end of semester 1 (2023) to Y% at the end of semester 2 (2024) as measured by the content Look Fors.

Professional Learning and Collaboration
 The percent of Professional Learning Community (PLC) observations where scaffolds and/or differentiation is discussed will be X% at the end of semester 1 (2023) and Y% at the end of semester 2 (2024) as measured by the PLC Observation Tool.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
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<p>Use SMART goals to show results of our PLCs.</p> <p>AB 219 Adult Learning Culture Improvement Strategy: Professional Learning Communities (PLC) (3) AB 219 Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3</p>	<p>Increased growth across math standards Change goal to include SMART goals across grade levels Grade levels will create "team SMART goals" to ensure the focus is on improved results. Clarify how the achievement of the goal will be maintained, monitored and measured. Add math PLCs every six weeks to monitor the SMART goal process.</p> <p>AB 219 Adult Learning Culture Action Action Step [1]: Strategists/teachers will model effective strategies to meet the needs of ELLs and teachers will engage in Instructional Rounds to view the strategies. Teachers will engage in debrief with the administration and strategists to self select strategies to implement in their own classrooms. In follow up PLCs, teachers discuss implementation of the new instructional strategies. Instructional leaders will continuously develop the capacity of lead teachers. Our strategist has completed QTEL Institute and utilizes strategies to support teachers. Additionally our strategists and a kindergarten teacher are enrolled in Project Pueblo, which is an ELAD Master's Degree program. Monitoring Plan: PLC notes reviewed 5 times per year, instructional rounds' observation and debrief data three times per year, continuing education of staff members will be reviewed (NEPF) once in the spring.</p> <p>Person Responsible: Administration, strategists, teachers</p>	<p>At Risk</p>	<p>We have just created our SMART goals using the Fall MAPs math data. Kinder: Based on the data that only 29% of Kindergarten students are currently proficient in the area of numbers and operations, as measured by the BOY MAP assessment, 42% of Kindergarten students will be on track to be at or above the 61st %ile and all students will increase their score as measured by Spring MAP Assessment 1st: Lowest area of achievement is Numbers & Operations in Base Ten. Currently, 39% of the grade level are at or above the 61%ile according to the Fall MAP assessment. The goal by the end of the year is to have 50% of students scoring at the 61%ile or above as measured by the Spring MAP assessment. 2nd: Based on the data that only 27% of 2nd grade level students are currently proficient in the area of numbers and operation, as measured by the BOY MAP assessment, 37% of 2nd grade level students will be on track to be at or above the 61st %ile and all students will increase their score as measured by Spring MAP Assessment. 3rd: Based on the data that only 25% of 3rd grade level students are currently proficient in the area of Operations and Algebraic Thinking, as measured by the BOY MAP assessment, 35% of 3 grade level students will be on track to be at or above the 61st %ile and all students will increase their score as measured by Spring MAP Assessment. 4th: Based on the data that only 19% of 4th grade level students are currently proficient in the area of numbers and operations, as measured by the BOY MAP assessment, 30% of 4th grade level students will be on track to be at or above the 61st %ile and all students will increase their score as measured by Spring MAP Assessment. 5th: Based on the data that only 32% of 5th grade level students are currently proficient in the area of numbers and operations, as measured by the BOY MAP assessment, 40% of 5th grade level students will be on track to be at or above the 61st %ile and all students will increase their score as measured by Spring MAP Assessment.</p>	<p>7th PLC prep-allows time for the grade level teams to analyze recent assessment data to make next step decisions, dive deep into lessons to discuss small group support, extensions and best instructional practices, and ensure instruction is meeting the rigor of the standard.</p> <p>Substitute collaboration days: Math strategist attends all PLC meetings</p> <p>Kinder: Action Step: Focus on developing the knowledge of teen numbers that they are compsed of ten ones and some more by using objects or drawings to compose and decompose numbers from 11 - 19 and record the number with an equation (i.e. $10 + 6 = 16$). 1st: Action step: Focus on developing place value skills to work on getting students to one of the main year end goals of students adding within 100 (2-digit with 1-digit and 2-digit with multiples of 10). 2nd: Action Step: Focus on developing place value skills support students achieving the main year end goals of students adding within 1000 (Add up to four two-digit numbers and adding subtracting three -digit numbers with composing and decompsing tens or hundreds) 3rd: Action Step: Focus on developing the understanding of properties and relationship of multiplication and division so that they meet the year end goal of using multiplication and division fluently to solve two-step word problems including all operations. 4th: Action Step: Focus on developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers. (Numbers and Operations - Fractions) 5th: Action Step: Focus on developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (Numbers and Operations - Fractions)</p>	<p>Better organization for PLC minutes. Copy and date minutes for the year.</p> <p>Set a routine to open the following and add "to do" items before current PLC ends.</p> <p>Math center activities: time for creation</p>
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Inquiry Area 3 - Connectedness

<p>Increase the percent of students who feel empowered to handle their emotions from 50% (fall) to 53% (winter) to 56% (spring) by 2024 as measured by the SEL Google Survey (K-5). AB 219 Connectedness Goals:</p> <p>Chronic Absenteeism/Behavior Reduce the percent of ELLs chronically absent from X% in 2023 to Y% by 2024, as measured by Chronic Absenteeism data from Focus Ed.</p>	
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Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
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<p>Consistent use of class meetings, relationship building and positive office referrals AB 219 Connectedness Improvement Strategy: Increase Attendance and Decrease Chronic Absenteeism with a Prevention Program AB 219 Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): No evidence level</p>	<p>6% increase of students who feel they can handle challenging emotions 3-5 grade teachers will continue to give the Panorama survey Counselor/ AP will revise Beatty Google form- Classroom teachers will survey students three times per year Classroom teachers/ admin / counselors will analyze survey to plan for whole group, small group and individual emotional needs. Admin: Implement NEPF Professional Standard 5, Indicator 2 google form allowing for feedback from students on taking an active role in maintaining a safe/ positive learning environment.</p> <p>AB 219 Connectedness Action Action Step [1]: Beatty will set up incentives on a biweekly, monthly, semester, and yearly basis. Biweekly, announcements and treats are provided for ELL students who have perfect attendance. Parents/families of ELLs will be invited to Monthly Principal Pep Rallies, semester, and annual students celebrations focusing on attendance, academic achievement and growth, and SEL character traits.</p> <p>Monitoring Plan: IC attendance data and grade data and teacher observations for SEL character traits data will be compiled biweekly, monthly, semester, and yearly. Person Responsible: School clerk, administration, and teachers</p>	<p style="text-align: center;">At Risk</p>	<p>The Beatty Survey has been successfully modified to target the intended learning outcome. The staff needs redirection and/or reteaching regarding the components of an effective morning meeting. Often topics such as emotions are discussed as needed and consistency is needed to make an impact on student empowerment to handle their emotions. In addition, positive referrals are being completed; however, not consistently across the building. 85.1% of Kinder- 5th grade students who participated in the survey 388 out of 429 enrolled, shared they are able to manage their emotions on their own. Also, 79.6% of students shared they are utilizing taught strategies to help with challenging emotions. According to the fall Panorama data, 3rd-5th grade students indicate they are 51 % tile in the area of challenging emotions, 1% higher than last year. The Beatty SEL survey indicated, that 47.9% of students experience big emotions weekly, 27.3% experience big feelings weekly, and 24.7% experience big feelings daily.</p>	<p>The staff needs additional training on class meetings as well as available social-emotional curriculum that would be beneficial in planning and implementing class meetings, such as Stanford Harmony and ReThink. Topic-specific lessons can be developed, tailored, and taught based on the needs of the classroom. Regarding, positive citations teachers can be provided more opportunities to complete positive referrals. (take Love it Notes to PLC, grade level, and staff meetings).</p>	<p>Teachers have requested to be provided with the results of the social-emotional Google survey to support in the development of lessons during class meetings. In addition, the school counselor will push in to complete whole group classroom lessons for each class monthly on various social-emotional topics such as coping strategies, challenging emotions, and self-respect). The administration team will work to schedule additional times to acknowledge positive citations. Communication with parents about attendance and incentives.</p>
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