

**Act 2 - Status Check 2**

**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 will automatically update the accompanying cell on the Master Tracker tab.



School Name: Sig Rogich Middle School

**Inquiry Area 1 - Student Success**

Based on the Fall 2022-2023 MAP data, 59% of students currently have mastered RL.6.1, 7.1, and

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 challenges with implementation and gaps in performance are we 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 from others in this room and others outside of this room to be successful in taking action?</i>
This will be accomplished by increasing rigor through embedding strategic thinking/reasoning (Webb DOK 3) and extended thinking (Webb DOK 4) in every lesson with the use of Hess's Cognitive Rigor Matrix. Growth will be measured through the use and monitoring of the school-wide lesson plan format, standards-aligned and data-driven weekly PLC meetings, grade-level formative and summative assessments, analysis and discussion of MAP data, and the Sig Rogich designed School-Wide Reading/Writing Rubric. Students will be supported with targeted differentiation and scaffolding as needed.	Increase the percent of students scoring above the 70th percentile in mathematics from 47.46% (fall) to 58% (winter) to 75% (spring) by 2023 as measured by MAP Growth Assessment.	Yes.	We are showing growth, but our projected growth targets are not being met, which resulted in the creation of the double accelerated courses.	Mid-year corrections have been completed, which included developing double accelerated courses in ELA 6th and 7th grade. We have also created an early bird Math support class.	We need to ensure communication is effective with all stakeholders, and aligned with school-wide rubric and vertically aligned.
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**Inquiry Area 2 - Adult Learning Culture**

Increase the number of staff who effectively plan and implement strategic and extended thinking learning

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Provide training on best practices to increase student achievement in RL. 6.1, 7.1, and 8.1/ R.I. 6.1, 7.1, and 8.1. As measured by Hess's Cognitive Rigor Matrix, thorough completion of the school-wide lesson plan format, weekly PLC meetings, formative and summative assessments, MAP data, and School-wide Reading, analysis, and writing Rubric	Increase the number of staff who implement with fidelity strategic and extended thinking strategies in each lesson to support increased student achievement with fidelity to 100% as measured by lesson plan reviews, PLCs, formal and informal classroom observations, and targeted professional learning (Fall 2022: 75%, Winter 2023: 84%, and Spring 2023: 100%).	Yes.	Observations indicate higher implementation of DOK 3 and 4 teaching strategies.	We have provided training during Staff Development Day and created a Rogich Teaching Channel to focus on high-level teaching strategies.	We need buy-in from teachers and an increase in teacher attendance.
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): EBI Level 4					
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**Inquiry Area 3 - Connectedness**

Increase connectivity between students and staff by from 53% as evidenced by student survey results.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
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<p>: Provide additional information for students about opportunities for involvement.</p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): EBI Level 4</p>	<p>Increased connectivity with students (improved climate/culture). Increase connectivity between students and staff as evidenced by survey results (Winter 2022: 63%, Spring 2022: 73%). "How connected do you feel to the adults at your school?"</p>	<p>Yes.</p>	<p>Students are more confident in conversations with teachers, as evidenced by one-on-one conferences regarding MAP data.</p>	<p>We need additional opportunities to include the academic planning conversations with counselors. We have created smaller grade-level lunches to increase communication between students and administrators.</p>	<p>We need teachers to complete their duties so that they interact positively with students frequently. Teachers have been encouraged to come into the cafeteria to each lunch with students.</p>
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