

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: Sig Rogich Middle School

Inquiry Area 1 - Student Success

The goal is that by the end of Spring instruction 2024, there will be a reduction of the number of students performing in the <40th percentile in Math and Reading by 3% from Fall of 2023 to Spring 2024, as measured by MAP Growth Assessments

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</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>
This will be accomplished by establishing a Math and Reading support class specifically designed to address the needs of specific students in the lowest achieving percentile assessments. This initiative aims to significantly reduce the number of students falling within the low achieving range by providing targeted interventions and personalized support to facilitate their academic growth and success.	Reduce the percent of students scoring below the 40th percentile in Mathematics from 26% (Fall 2023) to 24% (Spring 2024) and in Reading from 21% (Fall 2023) to 19% (Spring 2024) as measured by MAP Growth Assessment.	At Risk	The monitoring of our progress has confirmed that we have already achieved our goal of reducing the metric from 26% to 24% in Math. Currently, the data indicates a reduction of 4%, hitting our target with Winter results. The effectiveness of our early bird support classes in math has played a significant role in this success, underscoring the positive impact of targeted interventions on student performance. However, there has not been a reduction in Reading, but instead a 2% increase of students in the <40 percentile. This can be attributed to a lack of parent support for the support Reading classes, as well as a new curriculum.	To reduce the number of students in the <40 percentile in Reading, a targeted approach will be implemented. Winter MAP scores will be reassessed to identify students requiring additional support. Counselors will then proactively engage with parents, emphasizing the importance of participation in relevant classes to enhance their child's learning experience. This initiative aims to foster collaboration between educators and parents, ultimately elevating students' academic performance and helping them surpass the <40 percentile threshold. A new ELA curriculum has begun and there is a learning curve for our teachers to effectively implement.	Parent support and permission for students to participate in the support class. Teachers need more time to become familiar with the new curriculum and effective in providing instruction. Parentlink to parents to prepare/support testing; Improve messaging to 8th graders -HS counselors during visit.

Inquiry Area 2 - Adult Learning Culture

Ensure that all teachers are actively and regularly participating in the PLC + process to foster the consistent use of standards-based, rigorous, and grade-level appropriate instruction and learning tasks for Tier I instruction. This will be accomplished by admin supervision of weekly meetings, monthly classroom walkthroughs, and review of weekly lesson plans. Instructional monitoring observation data will show that in 85% of observations, tasks and instruction will be fully aligned with the standards.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Implement specific PLC structures aligned with the PLC + model to foster the consistent use of standards-based, rigorous, and grade-level appropriate instruction and learning tasks for Tier I instruction.	Increased PLC Collaboration time and increased the efficacy of PLC groups.	Strong	Have ensured that all teachers are actively and regularly participating in the PLC + process to foster the consistent use of standards-based, rigorous, and grade-level appropriate instruction and learning tasks for Tier I Instruction. This will be accomplished by admin supervision of weekly meetings, and review of weekly lesson plans. Instructional monitoring observation data will show that in 85% of observations, tasks and instruction will be fully aligned with the standards. Attendance and participation of teachers tracked for weekly PLC meetings. Data analyzed to ensure that all teachers are actively involved in the PLC process. Regularly review weekly lesson plans submitted by teachers. Check for alignment with standards, rigor, and grade-level appropriateness. Administrative Supervision: Evaluate the effectiveness of administrative supervision of weekly meetings. Ensure that administrators are actively involved in overseeing and supporting the PLC process.	Continue to Clearly communicate expectations for active participation in PLC and instructional alignment. Provide written guidelines and resources to support teachers in meeting these expectations. Reinforce the importance of consistent use of standards-based instruction. Continue to Use data to inform decision-making and adjust strategies as needed.	Teacher input on new PLC template format for revising; Seek additional professional development opportunities for teachers.

Inquiry Area 3 - Connectedness

Increase the percentage of parents who feel welcomed on campus and students who feel safe at school by 3 percentage points from 2022-2023

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Increase the number and frequency of family/community activities offered at Sig Rogich Middle School.	An increase in family and community engagement in school events and activities will foster a sense of belonging and school pride among all families.	Strong	Increased family opportunities on campus. Ex. PACT Coalition parent presentation and MAP IT OUT event	Evaluate calendar and develop more parent events. Parents are participating in PACT lessons and have received only positive feedback.	Input on other family oriented events