

School Name: Sig Rogich Middle School

Inquiry Area 1 - Student Success		Did we achieve our Student Success goal? <i>What does our data reveal about our progress toward our goal?</i>	Continue, Correct, or Cancel the Goal? <i>Should we continue, correct, or cancel this goal in our next SPP?</i>			
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		Yes	Continue (and update)			
Improvement Strategies	Intended Outcomes/Formative Measures	Were our improvement strategies successful? <i>How successful were we at implementing our improvement strategies?</i>	Continue, Correct, or Cancel the Strategy? <i>Should we continue, correct, or cancel the associated improvement strategies in our next SPP?</i>	Now (Lessons Learned) <i>Why were our improvement strategies successful or unsuccessful? What have we learned about ourselves and our school through this goal and these improvement strategies? How have our improvement efforts impacted achievement across demographic groups?</i>	Next (Next Steps) <i>What can we do right away to put our Lessons Learned into practice?</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.	Yes	Continue	Our improvement strategies were successful primarily due to their comprehensive nature and targeted approach. By implementing a GAP class, Early Bird tutoring, after school walk-in tutoring, and an English support class, we addressed a range of student needs and provided tailored support where necessary. The variety of interventions ensured that students received assistance suited to their individual needs, contributing to the overall reduction of students in the lowest 40th percentile to 18% down from 26% in the Fall. Through these efforts, we've learned the importance of personalized support and early intervention in improving student outcomes. Additionally, we've gained insight into the specific needs of our student body, allowing us to adapt our strategies accordingly and better serve our diverse demographic groups. As a result, our improvement efforts have positively impacted achievement across demographic groups, demonstrating our commitment to equity and inclusivity in education.	As we continue with this goal, we will begin with data collection and analysis. This will include gathering information on student performance, demographics, and existing support programs to identify trends and pinpoint which demographic groups may be encountering specific challenges or are at a higher risk of academic setbacks. Once at-risk students have been identified, personalized support plans can be developed to address their individual needs, challenges, and strengths. These plans may include one-on-one tutoring, mentoring, counseling, or specialized academic support classes. Continuous monitoring of student progress and the effectiveness of support programs will be necessary for making adjustments as needed.	To successfully implement the actions, we will need to establish clear goals and objectives to improve student outcomes. A clear vision of what is hoped to be achieved will provide direction throughout the process. Ongoing training and professional development opportunities should be provided for teachers in implementing personalized support plans and monitoring student progress.
Inquiry Area 2 - Adult Learning Culture		Did we achieve our Adult Learning Culture goal?	Continue, Correct, or Cancel the Goal?			
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.		Yes	Continue (and update)			
Improvement Strategies	Intended Outcomes/Formative Measures	Were our improvement strategies successful?	Continue, Correct, or Cancel the Strategy?	Next (Next Steps)		Need

<p>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.</p>	<p>Increased PLC Collaboration time and increased the efficacy of PLC groups.</p>	<p>Yes</p>	<p>Continue</p>	<p>Ensuring that all teachers were participating in the PLC+ process to promote standards-based, rigorous instruction, with an increase in student engagement was a focus this year. The implementation of a PLC school-wide template aligned with the PLC+ model provided consistency. Through the adoption of the template, teachers were provided with a framework to engage in effective collaboration and devise meaningful learning instruction for students. This template ensured uniformity and coherence across grade levels and subject areas, resulting in consistent Tier I instruction. The success of our improvement strategies reinforced what we knew. We noticed that teachers working together to create well-planned lessons resulted in more effective instruction. By prioritizing PLC+ structures and expanding collaboration time, we instilled a culture of continual learning and professional development. Teachers became more adept at data analysis, proficient in identifying areas for improvement, and more comfortable in trying new teaching strategies. Knowing our strengths and areas for improvement made time spent in PLCs more productive. The adjustments to our PLC time have led to progress in how well students did across different groups. By focusing on quality Tier 1 instruction, students from all groups did much better, and the gaps between them got smaller as evidenced by the reduction of those within our lowest 40th percentile.</p>	<p>To turn lessons learned into practice, we must continue to ensure active participation of every teacher in the PLC+ process, focusing on standards-based, rigorous instruction, and student engagement. Our success was partly due to this year's emphasis on the school-wide PLC template. This standardized template not only provided consistency but also served as a scaffold for effective collaboration among teachers, enabling the creation of effective instruction for students. The uniformity facilitated coherence across grade levels and subjects, resulting in enhanced Tier I instruction. By emphasizing high-quality Tier I instruction, we observed a significant reduction in performance disparities, as demonstrated by the progress made by students in the lowest 40th percentile. This underscores the critical importance of PLC+ practices in promoting fair academic achievement for all students. We will be broadening our focus to encompass the recently updated school-wide citizenship rubric, which is now standardized across all levels. The rubric reinforces our dedication to comprehensive student growth through clear behavioral expectations. This rubric provides explicit criteria covering areas such as adherence to school and classroom rules, display of self-regulation, and consistent punctuality and attendance. By implementing this unified framework for assessing and monitoring progress, we promote transparency and foster accountability across our campus. Teachers will receive training on the rubric to consistently implement it in their classes.</p>	<p>With the implementation of the school-wide citizenship rubric, we recognize the importance of several elements for its success. The administration acknowledges that effective understanding of the rubric's purpose and significance will be important. We will facilitate this understanding in various ways such as meetings, emails, and professional development sessions, emphasizing the rubric's role in cultivating positive behavior and nurturing a supportive learning atmosphere. These sessions will include detailed criteria and practical examples illustrating how to evaluate student behavior in alignment with the rubric's expectations, ultimately aiming to enhance students' overall academic performance. Consistency in its application across all grade levels and classrooms will be important. Teachers will incorporate discussions about citizenship and behavioral expectations into their lesson plans and activities, embedding its practices in all aspects of learning. The expectation will be that teachers will use PLCs to carefully plan instruction, paying special attention to include elements of the citizenship rubric. Working together, PLCs and the citizenship rubric will ensure that the tools are provided to assist students in being successful both academically and behaviorally. A companion rubric written in student friendly language will assist students in understanding the criteria aligned to success. By fostering traits like responsibility, respect, and cooperation, the citizenship rubric not only promotes positive social interaction but also lays a foundation for academic success. The expectations is that when students exhibit behaviors aligned with the rubric, they often demonstrate increased engagement, attentiveness, and participation in classroom activities, which in turn correlates with improved academic outcomes; therefore, the citizenship rubric serves as a valuable tool in nurturing holistic student development by integrating behavioral expectations with academic growth.</p>
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<p>Inquiry Area 3 - Connectedness</p>		<p>Did we achieve our Connectedness goal?</p>	<p>Continue, Correct, or Cancel the Goal?</p>			
<p>Increase the percentage of parents who feel welcomed on campus and students who feel safe at school by 3 percentage points from 2022-2023</p>		<p>Yes</p>	<p>Cancel</p>			
<p>Improvement Strategies</p>	<p>Intended Outcomes/Formative Measures</p>	<p>Were our improvement strategies successful?</p>	<p>Continue, Correct, or Cancel the Strategy?</p>	<p>Now (Lessons Learned)</p>	<p>Next (Next Steps)</p>	<p>Need</p>

<p>Increase the number and frequency of family/community activities offered at Sig Rogich Middle School.</p>	<p>An increase in family and community engagement in school events and activities will foster a sense of belonging and school pride among all families.</p>	<p>Yes</p>	<p>Cancel</p>	<p>Increasing family and community engagement in school events and activities were areas for growth. The pact coalition parent presentations served as a way of providing a platform for meaningful dialogue and collaboration between the school and families. These sessions facilitated a deeper understanding of our goals and fostered a sense of partnership and investment among parents. We also held a MAP IT OUT night as a tool for bridging the gap between home and school, offering families the opportunity to familiarize themselves with sample MAP questions and assessment formats. This hands-on experience not only demystified standardized testing but also empowered parents to actively engage in their children's academic experience. By equipping families with an understanding of MAP, we cultivated a culture of collaboration and shared responsibility for student success. Expanding our Arts and Robotics night to encompass all clubs was another significant step towards inclusivity and community-building. This expansion not only enriched the event experience but also fostered a sense of belonging and pride among attendees. We also continued to showcase our students in the performing arts in Band, Choir, and Orchestra in both the Fall and Spring, as well as our traditional Spring drama production. There was an impact on achievement across demographic groups. We have seen increased student motivation and academic performance. The participation in events like the DEA Opioid Summit and Junior Achievement career fair further empowered students to explore diverse opportunities. Although the Districtwide Survey results show that our parents are feeling more welcomed on our campus (an increase of 15.5%), there was an increase of 7.5% from our students that responded that they feel less safe. We have learned that transparency, collaboration, and inclusivity can foster meaningful family parent and community engagement. By prioritizing open communication and embracing the rich diversity within our community, we have cultivated a culture of belonging and mutual respect. However, we acknowledge that additional analysis of the data is necessary to pinpoint areas for growth, enabling us to better support our students in feeling secure on campus.</p>	<p>Our revised citizenship rubric reflects the core values and expectations of our school, incorporating insights gained from observations and feedback from staff. The rubric will be disseminated widely among staff, students, and families, along with training and support to facilitate its effective implementation. Teachers will integrate discussions and planning sessions into their classroom activities, empowering students to actively engage with the rubric and understand its relevance to their daily interactions and behaviors. By embedding the rubric into classroom routines and discussions, teachers can create a shared language and understanding around expected behaviors, reinforcing positive norms, and addressing negative behaviors in a proactive and constructive manner. This Tier 1 tool will serve as a framework for promoting positive interactions and resolving conflicts, fostering a safe and inclusive environment where all students feel valued and respected. We will be monitoring implementation to establish and assess the impact of the rubric and inform continuous improvement efforts. Regular check-ins, behavior data analysis, and discussions during faculty meetings and professional development sessions can provide insights into the effectiveness of the rubric in addressing behavioral challenges and promoting a positive school climate. By prioritizing the implementation of the school-wide citizenship rubric and empowering teachers to integrate it into their classroom practices, we can take steps towards eliminating negative interactions on campus and cultivating a culture of mutual respect, empathy, and accountability, resulting in a more academically-focused culture.</p>	<p>To be successful in these actions, we will need involvement of each teacher in PLCs, which will require buy-in and administrative supervision to ensure teachers are committed to standards-based, rigorous instruction, student engagement, and implementation of the citizenship rubric. Teachers will need training and resources to ensure the rubric's consistent implementation in classrooms and throughout campus.</p>
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