

Act 2 - Status Check 1

Directions and Resources for Status Check 1

****Only type in the yellow cells.****

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

2. 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

By the end of Spring instruction 2025, 15% of students currently performing at the 70th percentile and above in reading on the Fall 2024 MAP assessment will show growth as measured by the Spring 2025 MAP Growth Assessment.

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 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 to be successful in taking action?</i>
This will be accomplished by: ~continuing to carefully monitor student achievement. ~leveling classes to ensure all students are appropriately placed. ~the learning strategist working closely with teachers and students to provide differentiated support that increases rigor in all classrooms. ~ensuring that instructional rounds are focused on maintaining rigor for our high achieving students. ~providing targeted professional learning focused on increasing rigor to move students into the 70th percentile and above. ~monitoring lesson plans.	Increase the academic growth of students performing in the 70th percentile and above in reading.	Strong	The administrative meets weekly to review student data. Classes have been levelled to ensure that all students are appropriately placed. Increase in staffing has resulted in lower class sizes providing teachers with greater ability to differentiate instruction. The learning strategist has developed a plan for weekly staff development focused on increasing rigor. Review of weekly lesson plans shows that teachers are planning with the intent to differentiate and increase rigor.	MAP data will be reviewed after the Winter assessments to better gauge progress in improving growth of the number of students in the 70th percentile and above. The learning strategist will continue weekly meetings focused on learning strategies to increase rigor and promote student academic growth. Monthly instructional rounds and administrative observations will continue and focus on differentiating instruction to promote increased rigor for all students.	Teachers need to increase their focus on analyzing specific MAP data with each of their students to develop a deeper understanding of their current levels and develop personal goals.

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	The current data shows an increase in teacher participation in PLC meetings. There are improvements in the consistency of standards-based instruction and implementation of rigorous Tier I instruction using Tier I materials. Regular administrative supervision of weekly meetings has been effective in encouraging teacher participation. In reviewing weekly lesson plans shows an increase in rigor in instructional strategies and increased differentiation.	Continue to provide ongoing professional learning with regard to the effective implementation of PLC meetings. Continue to monitor PLCs to ensure consistency and provide timely feedback to teachers.	Communicate clear vision on what success looks like in terms of standards-based instruction and the role of PLCs. There needs to be a strong commitment to the PLC + model. We need to engage teachers in the process and deepen the culture of collaboration and shared responsibility among teachers.

Inquiry Area 3 - Connectedness

Reduce the number of behavior events from 854 in the 2023-2024 school year to 810 or less in the 2024-2025 school year. This represents a 5% decrease in behavior events.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
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<p>Improve emphasis on our Tier I Citizenship Rubric. Provide staff training on the recently revised Citizenship Rubric. Teachers will communicate to students the expectations on the revised rubric and embed the rubric within classroom routines. Student Success Instructional Facilitators will proactively monitor student behaviors with an emphasis on restorative practices.</p>	<p>With the use of the citizenship rubric, student behavior will improve which will lead to increased time in the classroom and greater student academic achievement.</p>	<p>Strong</p>	<p>Teachers are using the rubric to assign citizenship grade. Greater emphasis must be placed on using the citizenship rubric in the classroom daily to encourage positive, on-task behavior that results in improved learning. Student Success Instructional Facilitators are proactively monitoring student behaviors and having conversations with students focused on the expectations in the citizenship rubric. Student behavior events are reduced from 66 events by September 15 in 2023 to 14 events by September 15th in 2024.</p>	<p>Meet with teachers during PLCs to emphasize the importance of incorporating emphasis on the citizenship rubric in their daily lessons. Provide further professional development on the citizenship rubric during the November Staff development Day. Ensure counselors are using the citizenship rubric in their discussions with students regarding academic success.</p>	<p>Student buy-in regarding improved behavior to promote academic success in the classroom.</p>
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