Act 2 - Status Check 2 (Plan of Operation Requirement)

[Directions and Resources for Status Check 2](#)

Only type in the yellow cells.

Status Tracker Directions:
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.
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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 *Are we implementing the improvement strategy as planned?*	Now (Lessons Learned) *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?*	Next (Next Steps) *What specific actions do we need to take to address the challenges and performance gaps we've identified? By when? By whom?*	Need *What do we need to be successful in taking action?*
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	We are meeting our student success goal. In 6th grade, 50% of students that performed at the 70th percentile or above showed growth on the winter reading MAP assessment. In 7th grade, 54% of students that performed at the 70th percentile or above showed growth on the winter reading MAP assessment. In 8th grade, 48% of students that performed at the 70th percentile or above showed growth on the winter reading MAP assessment. While these numbers are strong, our overall growth for our highest achievers continues to be stagnant.	Professional development will continue to focus on meeting the needs of our high achieving (greater than 70th percentile) and low growth students. Emphasis on differentiating instruction to increase rigor. Learning strategist will continue to meet weekly with teachers to support differentiation and increased rigor for all students. Every department will engage in weekly lessons focused on language arts standards to increase the knowledge and skills of all students.	Consistently implement Wednesday school-wide reading instruction. Ensure ELA mentors are working closely and effectively with assigned subject areas to provide weekly lessons for their classes.

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	At this point, 88% of instructional walk throughs show a clear alignment between instruction and standards. PLC teams are meeting consistently. Professional development has been focused on differentiating to increase rigor to ensure mastery of standards.	Continued monitoring of instructional walk throughs, lesson plans, and PLCs to ensure that teachers are consistently implementing standards-based, rigorous, and grade-level appropriate instruction.	Track trends from walkthroughs to identify strengths and areas for growth. Use observation data to adjust PD topics and PLC discussions.

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

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.	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.	Strong	We are currently on target to meet our connectedness goal. We have had 384 non-attendance related behavioral events. This represents a 20% reduction in behavioral events from the previous year. The dedicated efforts of two Student Success Instructional Facilitators have had a significant impact. They have been proactive in addressing student ssues through student conferences, parent phone calls, and supporting teachers.	Provide a refresher training on the citizenship rubric to ensure consistent implementation. The Student success Instructional Facilitators will continue to work closely with assistant principals to proacitvely monitor student behaviors with an emphasis on restorative practices.	Use behavior data to identify patterns and high-referral students. Ensure that couselors are conducting SEL lessons each month in classrooms.