

Act 2 - Status Check 1

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

[Directions and Resources for Status Check 1](#)

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

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: Lucille Rogers Elementary School

Inquiry Area 1 - Student Success

ELA:

Increase the percent of all students proficient in ELA from 48.2% (Spring 2024) to 55% by 2025 as measured by state summative assessments.

Mathematics:

Increase the percent of all students proficient in mathematics from 45.6% (Spring 2023), 44.9% (Spring 2024), to 50.0% by 2025 as measured by state summative 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 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>
Ensure grade-level instruction aligned to NVACs is occurring during Tier 1 instruction.	ELA: Increase the percent of all students proficient in ELA from 44.8% (Spring 2023) to 55% by 2025 as measured by state summative assessments.	Strong	Assessment data shows students are making growth across grade levels K ESGI data has shown growth Student behaviors impeding instruction Meeting needs of ELL population Attendance House system makes students want to come to school	Learning more about Lexia English Getting messages to parents that student tardies are causing student stress Absence interventions	PL for Lexia English
Ensure grade-level instruction aligned to NVACs is occurring during Tier 1 instruction.	Mathematics: If teachers provide grade level tier 1 instruction aligned to the NVACS consistently throughout the school year, then students will obtain the knowledge and skills required to demonstrate success. As a result, there will be an increase in the percentage of students scoring above the 60th percentile in math from 38.0% (fall) to 44.0% (winter) to 50.0% (spring) by 2025 as measured by MAP Growth Assessment.	Strong	Student behaviors impeding instruction Meeting needs of ELL population Attendance House system makes students want to come to school Becoming familiar with curriculum has helped student learning	Math fact incentive	Dedicated time to practicing facts in the master schedule

Inquiry Area 2 - Adult Learning Culture

By the end of the 2025 school year, 80% of classroom observations will include standard-aligned tasks and assessments with evidence of scaffolds to support student learning as measured by site-based instructional walk data.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Use common data meeting structure and use PLC observation form to ensure structures are followed. Use instructional walks to monitor the transfer of PLC conversations to classroom instruction.	By utilizing a consistent PLC structure and process, teachers will consistently plan for and provide standard-aligned tasks and assessments	Strong	Data form must be concise and focus on the see it, name it, do it. Create a PLC schedule with assessments included so everyone is looking at the same data and all content areas are reviewed.	Continue to focus on determining Continue narrowing the focus on instructional walks to support educator professional learning of best practices	Time for experience learning curve in the transition of conversations Feedback on form to revise to meet the needs of staff and current resources

Inquiry Area 3 - Connectedness

By the end of the 2024-2025 school year, 75% or more of students surveyed using the Panorama survey will report a sense of belonging to the school as a strength or high strength.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Build social/emotional supports into the class and master schedule.	100% of students will participate in classroom SEL lessons.	Strong	Tier 1 social emotional learning is necessary to have a foundational language when discussing emotions and resolving conflict	Continue to implement house system and deepen student involvement into the house system Delmine topics for Tier 1 lessons based on student needs and data trends.	Continued Tier 1 SEL lessons Family involvement in the house system