

**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.



Lucille Rogers ES

**Inquiry Area 1 - Student Success**

ELA: Increase the percent of all students proficient in ELA from 47.9% to 55% by 2024 as measured by state summative assessments.

Mathematics: Increase the percent of all students proficient in mathematics from 36.8% to 50.0% by 2024 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 do you anticipate?</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.	<p>ELA: 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 ELA from 37.0% (fall) to 49.0% (winter) to 59.0% (spring) by 2024 as measured by MAP Growth Assessment.</p> <p>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 36.0% (fall) to 41.0% (winter) to 50.0% (spring) by 2024 as measured by MAP Growth Assessment.</p>	Strong	<p>Pacing as we learn new curriculum</p> <p>What can we do to keep going</p> <p>We need to minimize transition time and make every minute count</p>	<p>Reviewing learning intentions and success criteria</p> <p>Becoming more familiar with scope and sequence of s new spiral curriculum</p> <p>Formative assessments that align with rigor of standardized assessments</p>	<p>Clear expectations from CCSD</p> <p>Extra CTT for primary grades</p> <p>Structured verticalalignment opportunities</p> <p>Math - targeted CTT</p>
	Mathematics: Increase the percent of all students proficient in mathematics from 36.8% to 50.0% by 2024 as measured by state summative assessments				

**Inquiry Area 2 - Adult Learning Culture**

By the end of the 2024 school year, 80% of classroom observations will include standard-aligned tasks and assessments with evidence of scaffolds to support student learning as measured by 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	<p>We needed a more structured PLC form</p> <p>The PLC time allotted is not enough time to dig deep so teachers have to find other ways to collaborate</p>	Introduce a new data form	<p>Time for experience learning curv ein teh transition of conversations</p> <p>Feedback on form to revise to meet the needs of staff and current resources</p>

**Inquiry Area 3 - Connectedness**

By the end of the 2023-2024 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
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<p>Build social/emotional supports into the class and master schedule.</p>	<p>100% of students will participate in classroom SEL lessons. An increased number of students will report that they feel a sense of belonging to the school, feel that teachers care about them and their learning, and feel respected.</p>	<p>Strong</p>	<p>Students have benefitted from Tier I counselor lessons</p>	<p>Tier 1 counselor lessons Tier II counselor groups Implement a House system</p>	<p>2nd counselor social worker Ron Clark Academy professional learning</p>