

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.

- 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.

- Identify specific **Lessons Learned (Now), Next Steps, and Needs**



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 implementation are we seeing?</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>Lack of math foundational skills</p> <p>MAP Growth scores were stronger this fall compared to fall 2022</p>	<p>Mathematics family engagement night/activity</p> <p>Small Tier 2 small math groups with math strategist</p>	<p>additional CTT's</p> <p>More time to adjust to HHM for ELA goal</p>

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	Beneficial to calibrate instructional walk so all staff knows what each item looks like and sounds like	PLC structure is being followed and we are getting to data analysis piece	Additional focus on getting to the reteach section of our PLC agendas.

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
Build social/emotional supports into the class and master schedule.	<p>100% of students will participate in classroom SEL lessons.</p> <p>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>	Strong	Shifting the lunch schedule has been transformative in the classroom culture. Staff does not dread picking students up and spending instructional time on recess issues	Implement formal check in and check out system	Additional staff members conducting check ins with students