

**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:**

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.



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

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.	<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 31.0% (fall) to 38.0% (winter) to 59.0% (spring) by 2025 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 38.0% (fall) to 44.0% (winter) to 50.0% (spring) by 2025 as measured by MAP Growth Assessment.</p>	Strong	<p>Grade levels are collaborating</p> <p>Assessments have been revised to ensure that they assess grade level standards being taught</p>	<p>Increased professional development on NEPF standards</p> <p>Find strategies that can be shared with staff that they can take and implement</p> <p>Focus on the Bubble students, not just the red/low students</p>	<p>HMH</p> <p>enVisions</p> <p>Amplify Science</p>

**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	PLC structure this year is much better	<p>Consistency in PLC expectations and meeting structure</p> <p>Continue looking at data and BAM assessment</p> <p>Continue reviewing how assessments are impacting students learning</p>	Learning strategists

**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
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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.</p>	<p>Strong</p>	<p>SEL lessons are happening and house meeting lessons are targeted based on data</p> <p>Implementation of the House System has been successful</p> <p>Growth in kindergarten since students see other teachers and are connected to other staff</p>	<p>Get parents involved (maybe in the house meetings)</p> <p>Family Engagement Events by house moving forward (including the parents)</p> <p>Put energy into building primary parent relationships</p> <p>Older students to present to PreK - maybe a house lesson from older students - student council</p> <p>House Leaders for next year - make students apply for it. - Have students come to the House Team for ideas</p> <p>Students Leaders who can go to each room during House Meetings</p>	<p>Continued professional learning at Ron Clark Academy</p>
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