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: Roger D. Gehring Academy of Science and Technology

Inquiry Area 1 - Student Success

1. Math: Increase the percentage of all students who are projected proficient in math from 81% (spring 2024) to 82% (spring 2025) as measured by the MAP assessment, where proficiency is deemed by a student being in the 61st percentile or higher. 2. ELA: Increase the percentage of all students' reading proficiency from 74% (spring 2024) to 78% (spring 2025) as measured by the MAP assessment, where a student is deemed proficient when scoring in the 61st percentile or higher.

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*	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?*
Math: Strategy: Provide consistent Tier I instruction aligned to standards and Tier II interventions and enrichment based on students' needs. Improvement 2. ELA: Improvement Strategy: Provide consistent Tier I instruction aligned to standards and Tier II interventions and enrichment based on students' needs.	Math: 2023-24 Increase the percentage of students meeting projected growth in math from 57% to 65% as measured by MAP assessments and increase the projected CRT proficiency from 66.5% to 70%. 2024-25 ncrease the percentage of students being proficient in math from 74.1% (2023) to 77% (2025) as measured by state summative assessments. ELA: Intended Outcomes: Increase the overall % of students proficient in reading from 74.9% (2022) to 80% (2024) as measured by state summative assessments. 2024-25 Increase the overall % of students proficient in reading from 81% (2023) to 83% (2025) as measured by state summative assessments.	Strong	Fall to Winter Math MAP data shows fewer students requiring Tier II and Tier III interventions. There was a 10% increase in the number of students at or above the 61st percentile in Math (Fall to Winter 2024). Overall, 65% of students made their projected growth in math; strength in 4th-grade math, where 89% made their projected growth. There was a 4% increase in the number of students at or above the 61st percentile in Reading (Fall to Winter 2024). Overall, 63% of students made their projected growth in reading. We are still not seeing the number of students meeting their projected growth.	Continue to provide Tier II and Tier III interventions in math and reading. The fourth-grade math teacher is to provide strategies to other teachers for differentiation and engagement at staff meetings and staff development day in January. Teachers need to differentiate for their learners and extend their thinking; make sure to incorporate strategies from Dr. Cash's professional development day.	Time to plan and monitor intervention groups. PL on differentiation - scheduled for April 2025.

Inquiry Area 2 - Adult Learning Culture

To ensure alignment of Learning Intentions and Success Criteria to standards through PLC collaboration and to increase the interactions with Learning Intentions and Success Criteria from 30% of observations to 70% where Learning Intentions & Success Criteria incorporate higher levels of DOK.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Teachers will engage in regular professional development and Professional Learning Communities (PLCs) following the Teaching and Learning Cycle expectations to plan instruction aligned to standards.	Staff will use all programs consistently in alignment with school-wide expectations. Staff will increase knowledge of effective, high-quality Tier 1 instruction and standards. Staff will have time to review data during data days and PLCs (after Fall and Winter MAP assessments) to assist in modifying units of instruction for students.	Strong	Grade-level teams meet weekly to plan instruction. Additionally, teams meet every 6 weeks to review data. The data review is not always timely after MAP results are available. Interactions between the LI and SC have increased from the last school year to the current year, over 22% in both areas.	The admin will continue to monitor the use and interactions of with LI and SC in lessons. Teachers will explicitly incorporate differentiation and questioning strategies to include higher levels of DOK.	Additional professional learning on DOK and differentiation - scheduled for session II for all staff for April 2025.

Inquiry Area 3 - Connectedness

To decrease the percentage of students who say bullying is a problem at this school from 33.68% to 25%, as documented in the CCSD Winter survey to students. Students will be able to apply the conflict/resolution skills taught in counselor lessons and reinforced by school staff while on campus.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need

Provide families with regular communication regarding student attendance and recognition efforts. To provide families with regular communication regarding student attendance, SEL, and recognition efforts (2024-25) To provide teachers with resources to impact students' SEL.	Intended Outcomes (2024-25): Improve community relationships Improve student-to-student relationships Improve staff morale Continue to improve communication with parents Improve staff knowledge of conflict/resolution strategies taught to students	Strong	We have been incorporating team building and class building into weekly lessons. The team is struggling to find time to incorporate brief 10-minute daily SEL lessons. A team of teachers has been looking at SEL programs, but a decision has yet to be made. Our counselor collaborates with our librarian for SEL. Chronic attendance for the 2024-25 school year is 6% of students, which is still low when compared to other schools in CCSD. Communication with parents has been weekly through Parentlink. We utilize attendance support from CCSD central office.	Continue with Gecko of the month and character traits. The counselor will continue to work with the intervention for Tier II and III Social-Emotional Support. Need to ensure all teachers incorporate teambuilder and class builder strategies each week.	Ensure all teachers are trained in Kagan engagement strategies and ensure to incorporate teambuilder/classbuilder activities each week. Admin to monitor through observations and PLC planning meetings.