Act 2 - Status Check 1

Only type in the yellow cells.

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

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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Vassiliadis Elementary School

Inquiry Area 1 - Student Success

Demonstrate a 2% increase in the number of students scoring in the 70th%ile and above, and demonstrate a 2% in the number of students scoring between the 41st-69th percentile, on the ELA MAP from Fall 2024 to Spring 2025.

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?*
Use differentiation during Tier I and provide Tier II instruction to target individual student academic deficits. Focus on analyzing and responding to ELA data during grade level PLC.	As a result of receiving strategic intervention and Tier 1 differentiation, as well as teachers participating in consistent PLC focusing on analyzing and responding to results, students will demonstrate academic growth as evidenced on 2025 Spring SBAC and MAP assessments.	Strong	Data reveals that improvement strategies should be centered around ensuring students meet their projected growth as indicated on Fall ELA MAP Assessment.	Staff will collaborate on staff development day as well as during grade level PLC to create targeted, skill-based groups. CTT's, interventionists, and classroom teachers will provide targeted intervention/instruction.	CTT support included in our budget, 95 Phonics as well as other research-based ELA intervention materials

Inquiry Area 2 - Adult Learning Culture

The percent of Professional Learning Community (PLC) observations in which instructional practices for responding to data analysis are discussed will be 43% (3 of 7 teams) at the end of semester 1 and 71% (5 of 7 teams) at the end of semester 2, as measured by the PLC Observation Tool.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Attending PLC on a monthly basis and providing opportunities for teachers to observe their peers in PLC and literacy instruction.	Teachers will observe best practices in PLC and instruction, addressing student needs and improving overall achievement as evidenced in classroom observations, pre/post conferences, and various assessment data (MAP, SBAC, classroom assessments) as analyzed during PLC meetings.	Strong	The implementation of the PLC Observation Tool serves as a guide to identify areas of support as well as strength among different grade levels.	An emphasis on the components of the Teaching and Learning Cycle (analyze and respond) when coaching teams. Administration, strategists, and other members of the leadership team will work in collaboration to support teams as well as highlight strengths during attendance in monthly PLC.	Consistent attendance in grade level PLC, the use of the observation tool to serve as a coaching guide, and collaboration amongst the leadership team to determine next steps.

Inquiry Area 3 - Connectedness

Panorama Data Goals
Increase favorable responses on the Panorama Survey of 3rd-5th grade students from 54% to 59% in the area of Emotional Regulation from Spring 2024 to Spring 2025.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Utilize the MTSS Team to target individual students who responded unfavorably to Emotional Regulation on the Panorama Data Survey.	As a result of receiving strategic intervention and support, students will demonstrate positive social emotional gains as evaluated in the Panorama survey.	Strong	Historical data indicates that members of the MTSS team serving as trusted adults has resulted in an increase in favorable responses on the Panorama Data Survey as well as in overall SEL among students.	The MTSS team will continue to meet, discuss, and serve as trusted adults to "raised hand" students.	Consistent collaboration and consistent check-ins with "raised hand" students.