

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.

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**

Vassiliadis Elementary School

Inquiry Area 1 - Student Success

Paste the Student Success Goal from your SPP: Roadmap in the Master Sheet.

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</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>
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

Paste the Adult Learning Culture Goal from your SPP: Roadmap in the Master Sheet.

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

Paste the Connectedness Goal from your SPP: Roadmap in the Master Sheet.

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 amongs 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.