

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**

School Name: John C. Vanderburg ES

Inquiry Area 1 - Student Success

Increase the number of students proficient in mathematics from 69% (Spring 2024) to 74% in Spring 2025 as measured by SBAC assessment.
 Increase the number of students proficient in ELA from 72.6% (Spring 2024) to 78% in Spring 2025 as measured by SBAC assessment.

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>
Implement Tier I Math curriculum/materials, focus on Tier II math instruction, and analyze data in PLCs to guide instruction. Implement Tier I ELA/Reading curriculum with supports such as professional learning, analyze data in PLCs to guide instruction.	Increase in percent of students at or above the 61st percentile on the MAP assessment for Math; maintain/increase student growth achievement in mathematics at the 68th percentile or higher. Increase in percent of students at or above the 61st percentile on the MAP assessment for Reading; increase student growth achievement in reading/ELA at the 61st percentile or higher.	Strong	According to Fall MAP assessment for Math students scored at the 62nd percentile. According to Fall MAP assessment for Reading students scored at the 69th percentile. There is no growth data at this time. Post observation conference sessions with administration provided instructional feedback and self-reflection on instructional practices and student achievement.	Continued focus on effective weekly grade level PLCs and math data analysis. Appropriate implementation of the math program.	Continued administrative observation and follow-up through weekly PLCs. Continued discussion of areas of strength and areas in need of reinforcement.

Inquiry Area 2 - Adult Learning Culture

All teachers (100%) will consistently plan ongoing learning opportunities based on evidence of data analysis and student grouping, as measured by the PLC observation tool.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Implementing effective PLCs where teachers analyze student data and plan for instruction using provided tools and resources (i.e. pacing and planning guides, Tier I & II instructional materials, Math & ELA Look-for-Tools).	Increase in student achievement growth on both formative (MAP) and summative (SBAC) assessments.	Strong	Teachers have consistently participated in weekly PLC meetings each Tuesday. Additionally, teachers/grade levels conferenced with administration during PLC meetings to engage in data analysis, purposeful planning, and self reflection in regards to instructional best practices and alignment of the NVAC standards.	Teachers will continue to participate in effective PLCs - Focus on data review and discussion, as well as appropriate collaboration, planning, and standards-based, data driven-teaching.	Continued participation in PLC meetings

Inquiry Area 3 - Connectedness

The number of students reporting that they "will only volunteer to answer a question if they are sure their answer is right" will decrease from 35.56% in 2023-2024 to 30% by the 2024-2025 District Survey administration.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Implementation of RethinkED SEL Program, counseling lessons, class discussions using growth mindset concepts .	Students will feel more confident in answering questions even if they are uncertain if their answer is correct; Increased productive classroom conversations on the learning target.	Strong	Teachers and support staff consistently utilized and encouraged students to utilize Growth Mindset language and practices and Rethink Ed. Counselor consistently conducted SEL lessons with all students. Counselor met with students (and parents) on an individual basis as needed or requested. SEL based play options such as Lego buddies and Vanderburg Vibes available to students.	Implementation of adopted SEL program. SEL time for each classroom has been built into the school's master schedule for 24/25 school year. Continuation of counselor lessons for each classroom. Continuation of Hazel therapy sessions for those that request the service.	Time during a full instructional day to dedicate to SEL.