

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:

- 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
- 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.



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 (Fall 53%); 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 (Fall 61%); increase student growth achievement in reading/ELA at the 61st percentile or higher. | Strong | According to the Winter MAP assessment for Math 64% of students scored at the 61st percentile or higher for achievement (+7). Students were in the 69th percentile for growth from Fall to Winter. According to the Winter MAP assessment for Reading 67% of students scored at the 61st percentile or higher for achievement (+6). Students were in the 66th percentile for growth from Fall to Winter. More intentional student data analysis and planning for Tier I and II instruction has helped teachers directly meet students' needs. | Continued data analysis, identification of specific students, and purposeful planning on the part of teaching staff and administration is needed to continue to meet student needs and show academic growth. | PLC time, current student data (formative and summative), Tier I & II instructional materials. |

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 | Students were in the 69th percentile for Math growth from Fall to Winter. Students were in the 66th percentile for Reading growth from Fall to Winter. | Teachers will continue to participate in weekly PLC meetings each Tuesday. Additionally, teachers/grade levels will conference 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 met with district HMH trainers to work on pacing and intentional planning for teaching standards and addressing student needs. | Continued participation in PLC meetings, use of the CCSD Pacing and Clarity guides during planning |

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. January 2025: Adjusted connectedness goal due to Panorama survey changes.

January 2025: Adjusted connectedness goal due to Panorama survey changes.
By the end of the Spring 2024/2025, Chronic Absenteeism will decrease from 11.2% (2023-2024) to 8.2% (2024-2025) as measured by Infinite Campus.

| Improvement Strategies | Intended Outcomes/Formative Measures | Status | Now (Lessons Learned) | Next (Next Steps) | Need |
|------------------------|--------------------------------------|--------|-----------------------|-------------------|------|
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|---|--|---------------|---|---|--|
| <p>Regular attendance report analysis and implementation of in-house created attendance incentive program for students. Increased communication with parents of students chronichly absent.</p> | <p>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.</p> <p>January 2025: Parents will see the importance of regular school attendance as their students proficiency and growth increases. Students will feel motivated to attend school thus decreasing the school's chronic absenteeism rate.</p> | <p>Strong</p> | <p>Chronic abseentism is currently at 12.6%, slightly up from Spring of 23/24. We must consider that this number may change throughout the winter months due to more student illness. We are seeing our absenteeism numbers trend down from where they were at each point in time during the 2023/2024 school year.</p> | <p>School administration will continue to run regular attendance reports and meet with the parents of students who are chronically absent, Additionally, school admin will meet with chronically absent students to initiate an attendance incentive program based on student seed. Teachers will continue to communicate with parents and plan engaging instruction to motivate students' regular school attendance.</p> | <p>Infinite Campus and FocusEd attendance reports, access to CCSD resources (Tpop, attendance officers, attendance letters), time to meet with parents and students, tangible incentives for students in the school's attendance incentive program</p> |
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