

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: Thiriot ES

Inquiry Area 1 - Student Success

ELA
Increase the percentage of students proficient on the MAP Growth assessment in ELA from 39% to 49% in 2025.

Math
Increase the percentage of students proficient on the MAP Growth assessment in Math from 42% to 52% in 2025.

Science
Increase the percent of students proficient on SBAC in Science from 18% to 28% in 2025.

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>
Teach standards-based lessons through the implementation of HMH Into Reading , (Elementary), Core 95 Phonics for Tier I & II, Exact Path, and CCSD Pacing Guide Long Range Planning in Professional Learning Communities. Reimplement What I Need (WIN) differentiated block Core 95 Phonics, Professional Development LETRS strategies, as well as school wide reading goal setting.	As a result of receiving strategic intervention, support, and Tier 1 differentiation, students will demonstrate academic growth as evidenced on 2025 Spring SBAC and MAP assessments. .	Strong	Exact Path incentive being utilized to motivate students to use the program. RBG3 coaching staff on how to properly use Core 95 phonics. HMH instructional rounds have occurred to monitor the implementation of the program. Additional strategist pulling a variety of groups especially ELL.	Continue to have the RBG3 coach staff on 95 phonics, Ensure all teachers have Exact Path trackers in their classroom, invite HMH to continue classroom walks and grade level PD sessions	PLC with extended time (master schedule being looked at for more time). Science looking for a program to help implement text to speech. MTSS/RTI revamping to make sure all students' needs are met.

Inquiry Area 2 - Adult Learning Culture

50% of the weekly grade levels will hold a PLC meeting will be data driven and shown by observations of the PLC. They will answer the fundamental questions of the PLC. The teachers will use data to drive instruction and work as a team to respond to said data to increase student achievement while using the Tier 1 instructional materials.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Implement professional learning communities on a weekly basis.	At the end of the 2024-25 school year, all staff will develop sound knowledge of best practices in the PLC process and be actively holding PLC meetings. It will be shown by the growth and proficiency rate of the students.	Strong	PLC's are calendared and happening weekly. Continue with having clear agendas, Administration/strategist present in meetings, and a Pre PLC meeting.	Continue to work towards data driven meetings where the focus is data, teaching methods, and response to student data.	Continue with implementing productive PLC where we not only look at data but the teaching strategies.

Inquiry Area 3 - Connectedness

Increase favorable responses on the Panorama Survey of 3rd-5th grade students from 41% to 50% for Emotional Regulation from Winter to Spring.

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. .	Increase the number of students who can emotionally regulate themselves.	Strong	Continue to hold wellness team PLC meeting to discuss students and needs of school. Continue supporting teachers and students with Emotional Regulations strategies. Analyze Panorama data to determine students who need support.	Formulate groups of social emotional need. Meet with all students that showed need on the Panorama survey. Continue to meet as an MTSS team to make specific plans for students in need.	More time to meet to discuss implementation of this. Give PD on overall strategies to help students regulate. Share Rethink curriculum with the entire staff.