School Name: Vassiliadis ES

Inquiry Area 1 - Student Success		Did we achieve our Student Success goal? *What does our data reveal about our progress toward our goal?*	Continue, Correct, or Cancel the Goal? *Should we continue, correct, or cancel this goal in our next SPP?*			
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.		Yes	Continue (and update)			
Improvement Strategies	**Intended Outcomes/Formative Measures**	**Were our improvement strategies successful?** *How successful were we at implementing our improvement strategies?*	**Continue, Correct, or Cancel the Strategy?** *Should we continue, correct, or cancel the associated improvement strategies in our next SPP?*	**Now (Lessons Learned)** *Why were our improvement strategies successful or unsuccessful? What have we learned about ourselves and our school through this goal and these improvement strategies? How have our improvement efforts impacted achievement across demographic groups?*	**Next (Next Steps)** *What can we do right away to put our Lessons Learned into practice?*	**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.	Yes	Continue	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		Did we achieve our Adult Learning Culture goal?	Continue, Correct, or Cancel the Goal?			
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.		Yes	Correct			
Improvement Strategies	**Intended Outcomes/Formative Measures**	**Were our improvement strategies successful?**	**Continue, Correct, or Cancel the Strategy?**	**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.	Yes	Continue	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		Did we achieve our Connectedness goal?	Continue, Correct, or Cancel the Goal?			
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. NEW GOAL Updated February 2025: Increase favorable responses on the Panorama Survey of 3rd-5th grade students from 76% to 78% in the area of Sense Of Belonging from Winter 2024 to Spring 2025.		No	Continue (and update)			
Improvement Strategies	**Intended Outcomes/Formative Measures**	**Were our improvement strategies successful?**	**Continue, Correct, or Cancel the Strategy?**	**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.	Yes	Continue	Change in the Panorama assessment categories caused us to focus on an area that was no longer being assessed.	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.