

**Act 3 - Reviewing Our Journey**

**Directions:**

- Fill in the appropriate cells in the table below.
  - Did we achieve our Goals - **Yes, No**.
  - Do we continue, correct, or cancel our goals/strategies - **Continue, Correct, Cancel**.
- Identify specific **Lessons Learned, Next Steps and Needs**.

**Note:**  
The selections you enter will automatically update the accompanying cell on the Master Tracker tab.

**School Name: Vassiliadis Elementary School**

Inquiry Area 1 - Student Success		Did we achieve our Student Success goal? <i>What does our data reveal about our progress toward our goal?</i>	Continue, Correct, or Cancel the Goal? <i>Should we continue, correct, or cancel this goal in our next SPP? Why?</i>
Increase academic growth across grade levels in MAP and SBAC.		Yes	Continue (and update)

Improvement Strategies	Intended Outcomes/Formative Measures	Were our improvement strategies successful? <i>How successful were we at implementing our improvement strategies?</i>	Continue, Correct, or Cancel the Strategy? <i>Should we continue, correct, or cancel the associated improvement strategies in our next SPP? Why?</i>	Now (Lessons Learned) <i>How have our improvement efforts impacted achievement across demographic groups?</i>	Next (Next Steps) <i>What have we learned about ourselves and our school through this goal and these improvement strategies? What can we do right away to put these lessons into practice?</i>	Need <i>What do we need from others in this room and others outside of this room to be successful in taking action?</i>
Use differentiation to target individual student academic deficits.	As a result of receiving strategic intervention, support, and Tier 1 differentiation, students will demonstrate academic growth as evidenced on 2023 Spring SBAC and MAP assessments.	Yes	Continue	NWEA MAP Student Growth Summary Report reflects that our Kinder, 1st, 4th, and 5th grade students are meeting or exceeding projected growth in both ELA and Math.	We have learned that we must increase the rigor in grades 2 and 3. Our 2nd and 3rd graders are high in achievement but are not meeting their projected growth.	Further training in differentiation and effective and rigorous Tier 1 instruction that is aligned to the intent of the standards is needed.

Inquiry Area 2 - Adult Learning Culture		Did we achieve our Adult Learning Culture goal?	Continue, Correct, or Cancel the Goal?
On a monthly basis, teachers will be provided professional development opportunities focusing on tier 1 supports based on needs assessments completed by staff.		Yes	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
Implementing professional development on a monthly basis.	Teachers will develop sound knowledge of best practices in instruction, addressing student needs and improving overall achievement as evidenced in classroom observations, pre/post conferences, and various assessment data (MAP, SBAC, classroom assessments).	Yes	Continue	Our monthly trainings have supported teachers in the areas of: PLC, Amplify Science implementation, effective use of enVision Math, and analysis of student data using FocusEd.	Having clearly communicated schoolwide goals and timelines, in addition to support from strategists and interventionists, teachers and staff feel comfortable and confident in their implementation of true PLC and acquired strategies and practices. Teachers and staff will continue to utilize and implement the acquired strategies and practices from the trainings into their instruction.	Next steps include: clearly communicating success criteria during instruction, and providing more professional development surrounding differentiating during Tier 1 instruction.

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 83% to 87% for Supportive Relationships from Fall to Spring.		Yes	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 Supportive Relationships 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	Winter Panorama data shows an increase in the area of supportive relationships from 83% to 88%, surpassing our goal.	The MTSS team will continue to support those individual students who responded unfavorably in the area of Supportive Relationships.	Consistent check-ins with individual students to ensure that they are feeling supported.